CHAPTER – II

LITERATURE REVIEW

2.0 INTRODUCTION

This chapter deals with extensive review of literature in the field of early childhood education, developmental psychology and child language development. Keeping in view the importance of related studies the investigator reviewed the literature. The literature is collected from secondary data such as journals, research abstracts, published thesis, dissertation, educational reports, survey and encyclopedias available in the University library and Educational Research Centers of the country and abroad as well as studies available through online sources have been discussed under the following categories:

1. Studies related to Early Childhood Education (ECE)
2. Innovative approaches and practices in ECE
3. Studies related to Language development in Early Years

2.1 EARLY CHILDHOOD EDUCATION AND DIFFERENT APPROACHES OF TEACHING INTERVENTION STRATEGIES

To understand the different intervention strategies in ECE, the present section uses available literature sourced from empirical as well as theoretical work.

**Elizabeth Wood and Helen Hedges (2016)** conducted a study on early child education curriculum. The study was focused on the questions content, coherence, and control of the ECE curriculum in preschools. The study found by using content, coherence and control in pedagogy enhances the learning developmental skills of
preschool children. The study also suggests that these type of curriculum helps for the child assessment in play based setting.

**Neelima Chopra (2016)** conducted a study on quality early childhood education for disadvantaged children in Municipality Corporation of Delhi (MCD) schools in Delhi. The study was focused on the structural and quality process for 36 randomly selected MCD schools. The study reveals the MCD schools all are poor and low in structural and quality process. The researcher recommended the quality dimension of education has to be assessed from child’s perspective as it influence on their learning outcomes.

**Peter Kutnick, Antonella Brighi and Jennifer Colwell (2016)** studied the interactive and socially inclusive pedagogy of 34 preschools in South England. The study revealed children who engaged in inclusive pedagogy where perform better in cognitive aspects. The study also emphasized the inclusion pedagogy helps the overall development of the children, particularly in preschool setup.

**Marguerite Maher and Lisa Buxton (2015)** case studied the cultural interface of Early Childhood Education. The study found literacy development of the children through the involvement of involvement of community elders and family participant in preschools.

**Kalpana Venugopal (2014)** has done a case study on developmental appropriate practices of “Poo-kal” an innovative practices of early childhood education. The author explained that pookal as an innovative preschool emphasis on holistic development of the children though play based learning. Children were motivated to follow the concept of body, mind and spirit through head, heart and hand.
Zhanmei Song et al. (2014) critically reviewed preschool education helps the rapid economic development of China. The practices and policies in early childhood education helps the teacher development in preschools. The authors emphasized innovative practices in Chinese preschools helps latter success of the children.

Jaipaul Roopnarine et al. (2013) tracked important changes on knowledge and application in Early Childhood Education. They examined important dimensions and characteristics in the development and implementation of the major curricular models and programs in Early Childhood Education programme like Montessori, Bank Street, Project Approach, Reggio, and a host of others. They found continued emphasis remains on inclusion, diversity, and fostering multicultural competence within the profession to help prepare a new generation of educators and child and family specialists to better serve today’s young children and their families across multiple cultural communities and early education settings.

Tuija, A. et al. (2012) dissected the forty years of Finnish pre-school education curricula between 1972 and 2000. The study analyses five curricula texts through qualitative content analysis on the functions of pre-school education on positioning of children and educators. The development of pre-school education consisted of four phases: (1) the era of pre-school education trials; (2) the era of heterogeneous pre-school education arrangements; (3) the era of changes in curriculum policies; and (4) the era of pre-school education establishment. The researcher revealed that there were significant changes in pre-school education curricula which has significantly affected changes in Finnish society, especially in their primary education.

Angela Eckhoff (2011) conducted an experimental study on implanting visual arts in preschools between a non-profit community-based early education Centre and
community arts Centre. The study reveals there is significance in visual skills of after implementing the art curriculum. The study implicates that need for art based preschool or kindergarten programme.

**Maya (2000)** community runs preschool: a case study of MAYA’. The study found that the broad curriculum framework of Jean Piaget and the theory of Multiple Intelligences propounded by Harvard Gardener were used to develop curriculum for preschool at the centre. Daily activities in the center began with free play followed by prayer, songs were some activities organized for the children. Cluster Resource Center (CRC) was setup to cater to a group of preschool centers in that area. CRC has some recommendations that teacher should be given more training on early childhood care and education as they need to get sensitized available in the vicinity of these preschool, convergence of services has required to avoid duplication and confusion. In the study the investigator found better involvement of children and teacher by using the innovative approach.

**Kabadavi (2007)** studied the relationship between preschool teachers and cooperating preschool teachers’ cognitive style and their instructional preferences. The study showed teachers able to significantly perform better after using cognitive. Cognitive style able to manage temperament of preschool teacher.

**Booyeun Lim (2007)** studied on the aesthetic skills of preschool children. Through the quasi experimental study the investigator reveals aesthetic setting enhances visual and communication skills of preschool children.

**Duhn (2006)** in an article “Global Citizens: Traces of Cosmopolitanism in the New Zealand Early Childhood Curriculum, Te Whāriki” explains about neo-liberal visions of Early Childhood Education and the author argued on the New Zealand Early Childhood curriculum framework, Te Whāriki, which was published in
1996. The author explains *Te Whāriki* as a quality early childhood education curriculum framework that has been productive to make a particular type of child. In the article, the author argues that *Te Whāriki* is not about ‘best practice’ but about producing the ideal child. The children influenced by this type of curriculum emerged at a time when New Zealand was deeply entangled in neo-liberal visions of globalization. The type of child embedded in New Zealand’s Early Childhood curriculum has the potential to sustain neo-liberal visions of the future global subject.

**Burchinal, et al. (2000)** conducted a longitudinal study on relating the center based child care to early cognitive and language development. The study revealed that higher quality child care related to higher level of cognitive development, language development and communication skills. Finding suggests that researchers and policy makers should strive to improve the quality of care to enhance early development of children.

**Suriakanthi and Swaminathan (2000)** studied relationship between quality of early childhood education and learning competencies. The study showed good quality early childhood education centers has better learning competencies, which excludes other various factors in the preschools. The study also recommended to follow various innovative practices for the better learning competencies in the preschools of India.

**Abrol et al. (2001)** from a cross-sectional study of psycho-social development of children, revealed that 90% of children spoke one language and had pre-school experience of Anganwadis or private nurseries. 67% children had normal nutritional status and the rest were mildly malnourished. Motor, cognitive and personal social developments were found to be closely inter-linked and interdependent. Children going to private nursery schools were found to be higher in many abilities especially
cognitive ability, compared to those with no pre-school exposure, or those with experience of government run nurseries or Aganwadis. Most of the children were found to be slow in counting, audio-visual integration, and handling of writing tools. Children with mothers who had secondary school education were developmentally ahead of those whose mothers had primary or no school education. Significant differences were observed between children having normal nutritional status and those in grade I and II malnutrition. Malnutrition affects development in an indirect way so far as cognitive abilities were found. Urban children were at par with children from other countries and rural children were far behind both, urban Indian children and children from Japan. Indian children were much slower in counting, addition and subtraction compared to western children. The study also developed norms for children for walking, running on a straight line, hopping on one foot, ascending and descending stairs, holding writing tools, coloring within a boundary, bladder control, bathing, dressing, awareness about identity, age, family and community, number concept etc.

Read (2007) in a cause study evaluated the exterior design of existing preschool environments in the context of contemporary writings by architects focusing on creating designs that nurture children’s emotions. Sense of place research was discussed in relation to young children’s experiences. Findings reveal that majority of American preschool environments, including small-scale structures, windows, landscaping, natural wall materials, and thresholds enhances the emotion development of the preschool children between the age of 4 and 8.

Philip, et al. (2010) conducted performing visual arts model for literacy development among preschool children. The study was conducted in three community based child care centers. The study had shown 71% children were benefited form the
performing visual art model. The finding of shown integrating the arts in child centers helps the emergent literacy programs. Which will be promising effects on learning-related, emergent-literacy and school-readiness skills of high-risk preschoolers.

**Mei-Gui Lu, et al. (2013)** critically reviewed the key competencies of early childhood education in Taiwan, and suggested to improve curriculum. The article suggests that need for parenting approaches from preschool teacher as communication is largely depends on school environment. Children were deeply connected with preschool to home environment. The author suggests children competencies has to be developed based on Chinese cultural context. This also helps the children to develop communicative interaction, social participation and autonomy.

**Singh and Gupta (2011)** conducted study on parental perception on context of childhood and play. The researchers explored influences of parental belief systems on childhood and the positioning of play in Indian urban contemporary social contexts. Based on 28 families from two residential areas from low and high income were randomly selected from children attending a fee-paying Early Childhood education centre in the respective locale. The participants were the parents of second-born children who are attending the ECCE centres, to ensure mature reflections on child rearing. The author used observation and interview techniques to collect the data. The findings revealed that irrespective to educational background, physical setting and economic disparity, converged in their attitudes in viewing the value of play. Parents from both settings drew a positive relationship between play and the overall development of children, which led to the significance of play being universally accepted. Parents also understood that there is significant teaching learning that allows children subtle exploration of the environment and facilitates.
Barnett and Masse (2005) conducted study on effect of holistic approach on communication skills in upper kindergarten. This study included the receptive and expressive skills of preschool children. The study had shown a significant impact of holistic approach in preschool children. Provided conducive positive environment in preschools.

Park (2003) conducted a study on enhancing learning development of individuals through cultural practices. The study had shown significant learning development through culturally appropriate practices in preschools.

Kwon, Y.I. (2002) conducted a study on traditional approach and subject-centered approach preschools of England. The study had shown a positive results on subject-centered approach preschools. The investigator recommended to use subject-centered approach for curriculum in preschools which will be highly beneficial.

Roy Prentice (2000) emphasized creative approach for all round development of the children. Creative approach enhances the curiosity, experimenting, reasoning, planning and use of gestures among preschoolers. The article quoted from various research studies that creative approach improves the cognitive development among the preschoolers.

Joseph (1997) has done a meta-analysis on the effect of full day kindergarten on child learning outcome. As he found some studies show positive effects of full-day kindergarten on student achievements as opposed to half day kindergarten, while other studies failed to find any differences in achievement between students who attended full-day kindergarten and students who attended half day kindergarten. But his meta-analysis found that overall students who attended full-day kindergarten manifested significantly greater achievements than students who attended half day kindergarten.
2.2 OTHER VARIABLES RELATED TO ECE

Magnuson et al. (2016) in a meta-analysis on cognitive, academic and behavioral outcome of early childhood education programmes between the genders. The meta-analysis reveals that boys significantly performed better in cognitive development. And there was no significant relation in the performance between boys and girls in academic and behavioral out comes. Meta-analysis also reveals boy benefited significantly more from these programs than girls on over all school outcomes such as grade retention and special education classification.

Wood and Hedges (2016) conducted study on coherence and content approach in preschools. The study had shown significant improvement on critical thinking skills in preschools. The study recommended for policy makers, preschool teachers and other researchers in preschools. Using such approach proved highly beneficial.

Hegde et al. (2009) studied on developmentally appropriate practices, beliefs, stated practices and actual practices of kindergarten in India. Forty kindergarten teachers in city of Mumbai (India) have participated in the study. Findings had shown that teachers’ beliefs were more developmentally appropriate than their stated practices or actual practices in the classroom. The study also implicated that teachers are similar in their developmentally appropriate beliefs and stated practices in classrooms with higher scores on actual practices. The group size has a significant predictor of teachers’ actual practices. The implication of the study was that policy makers and the government need to formulate certain programme standards that should be realistic and feasible of for the early childhood education of India.

Karen M. La Paro, Robert C. Pianta and Megan Stuhlman (2004) conducted study on classroom assessment and scoring system from the pre-kindergarten years. The study reveals observation and individual assessment of children better technique to assess the communication skills of the children.
Elisabeth Mellgren and Valerie Margrain (2014) in a cross cultural study between Sweden and New Zealand on student teacher opinion in early learning environments for preschools. The study had shown both the nations teacher’s strongly emphasis the positive learning environment in preschools. It was recommended teachers required more time and support than assumed to develop deep and embedded understandings of literacy as a meaningful activity and experience for children. Universities, and the settings in which student teachers complete practicum, provide important and complementary contexts within which student teachers can develop this learning. The findings of the study support in understanding student teachers’ conceptions of literacy and the influence of cultural values.

Diamond, A., Barnett, W.S., Thomas, J. and Munro, S. (2007) studied on receptive and expressive skills in relation with socio economic status. The study had shown positive correlation between receptive and expressive skill. Socio economic status doesn’t affect much on the receptive and expressive skills.

Sattes (2002) from a review of 30 studies on preschool to school achievement. Preschool achievement depends on the parental involvement, teacher involvement, learning material, community participant and other various factors helps the children to ready for the preschools.

The ECLS-B (2005) the US based longitudinal study conducted for approximately 14,000 children born in the U.S. The study reveals children who participated in preschools in various preschool setting (house, school and day care) benefited from physical, emotional, and language development.
2.3 STUDIES RELATED TO COMMUNICATION DEVELOPMENT

Barrett (2015) studied on speech rhythm and pronunciation through music-based intervention strategies among preschool children. The study had shown significant development in pronunciation and rhythm development. The study also found increase in expressive skills after the intervention.

Larsen-Freeman (2015) studied on a case for ‘language acquisition’ to become ‘language development’. Second language acquisition enhanced the first language/mother tongue of the children. The study had shown a significant impact of language acquisition leads to language development. The study recommended the curriculum designers to promote language acquisition based intervention strategies to enhance language development.

Badian (2001) studied print concepts, phonological awareness among preschoolers. The study had shown significant relation among print concept on phonological awareness. Children who are aware of print concepts scored more on phonological awareness. The study also revealed phonological awareness enhances the language development.

Marian (2007) from five years of early childhood children language development are increasingly influence by their wider social experience and impact of literacy. In later years, above five the pattern of language development in children will increase by exposing to other language, peer group, literacy tools of the culture like pictures, television, computers, logos, advertising, films, books, stories, poetry and school.

David Crystal (2005), the pattern of individual language development is broadly similar in monolinguial and bilingual situation: It’s a combination of the infant’s unique experiences with a general sequence of the stage.
Bishop and Adams (1990) conducted study on poor communication ability of preschool children. The study had shown schools with less environment like well-trained teacher, television, learning material had an impact of less communication ability of the preschool children. The study also recommended curriculum should be designed to promote more communication skills for the preschoolers.

Catts et al. (2001) and Scarborough (1998) studied on oral language proficiency has also long been associated with later reading achievement, particularly in the area of reading comprehension. Prediction studies have consistently shown that pre-kindergarten and kindergarten children’s performance on vocabulary (semantic) and grammar (syntax) tasks accounts for a significant amount of variance in later elementary-grade reading ability.

David et al. (2003) has shown that there is a link between speech, language, and communication with learning behavior, social skills and children’s self-esteem. Brains of babies develop at astonishing in early years. Brain is genetically wired at birth, but the complex circuitry that permits mature thought process to occur only begins to develop in early childhood and connection continue to be made throughout life and are shaped by experience.

Robin Boucher (2006) studied the pragmatic meaning of verbal language. He examined the verbal language complexity and styles of learning disabled and nondisabled boys in social interactions with an adult and with a peer to determine if LD (Learning-disabled) boys’ verbal language complexity and styles differed from those of non-LD boys and to determine if LD boys could adapt their verbal language complexity and styles to age of listener. Results indicated that (a) LD boys had less complex verbal language, (b) they could adjust verbal language and style to listener, and (c) both LDs and non-LDs showed particular, complementary communication
styles. Findings suggest that need of strategies for remediation and further research in pragmatics is required.

_Folse (2004)_ studied on learning vocabularies through second languages. The study had shown significant scores on vocabulary development through second language learning. In this study boys scored more in learning novel words than girls which excludes other factors like socio-economic status and medium of intrusions in preschools.

_Snow (2006) and Baquedano, Lopez (2003)_ conducted study on content of the language in preschools. He had shown the content of the language in home environment is differ from school environment. This study revealed children showed higher 73% content of the language in home and 59% content of the language in school environment. However the study found positive correlation between home and school environments.

_Goldin Meadow (2006)_ studied on receptive skills in preschools of Native American children. Receptive skills were divided in two types 1. Ability to receive information 2. Ability to comprehend. Through picture test the researcher had shown difference in the sub components of the receptive skills. The study had shown Native American receiving information and comprehension is as similar to the other race.

_Karmiloff and Smith (2001), David et al. (2003) and Whitehead (2004)_ studied on first three years of language development. The study had shown first three years are miles stone for the development of phonology, vocabulary, discourse, gestures, body language, observing, listening. The study found children experiment the language through verbal, non-verbal and oral skills during these periods with familiar people.
Hoff (2005) and Saracho, Spodek (2007) studied on language development in multilingual preschools. The study had shown children who exposed multilingual setup acquire language fast and communicate better than children who exposed in bilingual and monolingual setup. However there is no significant relation between boys and girls in the posttest scores.

Lurence Malaguzzie (2009) strongly believed that children are thought to have at least hundred languages-art, music, dance, building, writing, talking, singing, etc., are all considered part of the hundred languages of children. Multiple languages are used to help children build knowledge and understand the world around them.

2.4 STUDIES ON THEMATIC APPROACH TEACHING AND LEARNING

Royal Ministry of Education, Research and Church Affairs (2011) has documented and identified effect of thematic approach in elementary schools of USA. The study had shown 60% improvement through theme based teaching for (6-9 year) old student. And 30% children from diverse background improved the communication ability. The higher age group children were 30% benefited from thematic approach. As the approach much of project work and allowing interdisciplinary teaching.

Kon Chon Min, Abdullah Mat Rashid and Mohd Ibrahim Nazri (2009) studied on teachers’ understanding and practice towards thematic approach in teaching Integrated Living Skills (ILS) in Malaysia. A total of 132 living skills teachers from Kinta Utara, Perak, Malaysia participated in the study. The findings indicated that the Integrated Living Skills teachers’ understanding level towards thematic approach is high. Findings also showed that ILS teachers were often using thematic approach in teaching Integrated Living Skills. There is a significant relationship between teachers’ understanding level towards thematic approach with
teachers’ constant practice. The findings also shows teachers’ years of experience in teaching were not significantly different from their practices on thematic approach.

Rowley and Cooper (2009) studied on transcript of theorists of the thematic approach to learning and teaching, based on cross cultural approach. The study found children were able were learn though things they see, hear, smell, touch and taste in the environment and experiences, through thematic approach. The study had shown statistical significant difference between of theme based approach and cross cultural approach. However the researcher recommended use theme based approach for multilingual and cultural nations.

Freeman and Freeman (2000) studied influence of thematic approach on preschool teachers on second language teaching. The exploratory study revealed that thematic approach is flexible to teach second language as it has various activities involved in it. A few anecdotal record from the exploratory study reveals excluding back ground information, children were able to acquire second language when they exposed with peers, teachers and caretakers.

Armstrong (1995) conducted study on integrated thematic unit at a junior high school with traditional scheduling. The researcher explained about the methods used to plan, organize, and teach an integrated thematic unit in the spring of 1994 at Fairmont Junior High School in Boise, Idaho. In the theme Mock-Fire Disaster, focused on the dangers and consequences of unplanned fires. The finding revealed that the junior high teachers and responses of the secondary students were generally favorable and thoughtful. Teachers are reported positively to the content of the lessons, the interestingness of the reading, and the effectiveness of the activities to develop student comprehension and critical thinking.
2.5 STUDIES RELATED TO DIFFERENT APPROACHES AND MODULE IN ECE

Putwain, Whitley and Cadic (2011) conducted a study on mastery-approach module to enhance motivation for preschool children. Children has been involved in various activities and gained motivation. The study had shown significant performance in physical, emotional and language developments. The investigator highly recommended the preschool curriculum designer and teacher to adopt mastery approach for overall development for early years.

Jensen, B. (2009) conducted a study on nordic approach in early childhood education for socially endangered children. The study was conducted for 2700 preschools from 60 centers of nordic countries. Preschool teachers were trained to use nordic approach in the centers. The study has shown highly beneficial for the children of 3 to 8 year old children. Anecdotal records from the teachers also revealed nordic approach also teacher friendly. Danish intervention shown significant overall development than the other nordic regions. Where other nordic region unable to provide teacher assessment materials as considered as limitation of the study. The researcher recommend this kind of approach will be friendly for teachers and holistic development for the preschool children.

Nirmala et al. (2005) conducted a study on holistic approach in early childhood education for socially endangered children. The study was conducted for 270 preschools from 60 centers of Asia pacific countries. Preschool teachers were trained to use holistic approach in the centers. The study has shown highly beneficial for the children of 3 to 8 year preschool and primary children. Anecdotal records from the teachers also revealed holistic approach also teacher friendly. Holistic intervention shown significant overall development. Bhutan, Nepal and Samo counties from Asia
Pacific region unable to provide teacher assessment materials as considered as limitation of the study. The researcher recommend this kind of approach will be friendly for teachers and holistic development for the preschool children.

**Vars and Beane (2000)** studied integrative curriculum on Colorado preschools. Integrative curriculum operationally defined as integrating one subject/concepts with other subject/concepts or a holistic way of teaching a concept. In a quasi-experimental study the findings revealed integrative curriculum had significant difference in language and approaches towards learning in the experimental group. Where control group followed conventional approach. However, the study had shown no significant difference in the emotional development between the groups, which was considered as delimitation of the study. The researcher recommended the policy makers to consider integrative curriculum for Colorado preschool children.

### 2.6 TOOLS USED IN THEMATIC APPROACH

**Shymala and Usha (2012)** uses comprehensive language assessment tool for children for (birth to 6 years). The parent rating questioner used to assess receptive, cognitive and expressive skills on language components. The tool was standardized based on field validity techniques. The study shown positive relation between receptive, cognitive and expressive skills at 0.05 level. The study recommended to use comprehensive language assessment tool for India children.

**Roinn Oideachais Agus Scileanna, Department of Education and Skills, Whole School Evaluation REPORAT (2000)** revealed semi structure interview techniques and participant observation gained to assesses language development in primary sections. Integrated Ireland Language and Training suggests primary school assessment kit helps to check the second language proficiency. The study had shown primary school assessment kit proves highly beneficial for English as second
language learner. Center for Early Childhood Education and Development (2012) developed Early Childhood Education Quality Assessment Scale (ECEQAS) the scale consist of various quality dimension on assessment of preschools.

**Hand et al. (2001)** constructed thematic assessment tool for pre arithmetic learning for 5 to 8year old children. The 20 items on child assessment rating scale has various dimensions like counting, adding, subtracting through visual and oral. The study has shown the assessment has done through activities.

**Abrantes (1991)** studied communication behavior through observation techniques. The investigator observed child teacher interaction through video recording. The recorded data was coded and transcribed. Fifteen teachers indicated on their questionnaires their willingness to participate in the follow-up interview component of the study. The respondents selected for the sample can be said to represent the diversity of interests and opinions of the participants in the questionnaire component of the study. The sample represented teachers from six of the seven school districts involved in the study. All the interviewees taught the Standard course (mandated to be taught using a thematic approach). Interviewees spoke about their perceptions of the advantages and disadvantages of teaching mathematics thematically. They were unanimous in supporting the humanistic goals of thematic instruction because they felt that teaching in themes had the power of showing students the usefulness of school mathematics. However, responses indicated that, generally teachers were struggling to implement a thematic approach for a variety of reasons like instructional factors, curriculum factors, and organizational factors (Brown & Rose, 1995).

**Santhi and Swaminathan (2003)** conducted study on integrated approach Tamil language speaking Balwadi and primary school children. The study was
conducted in multi-stages. Integrated child assessment scale, developmental child observation schedule, teacher rating scale, individual child report, and care taker rating was used to know the effect of integrated approach on physical development, language development, cognitive development and emotional development of the children. To frame tools investigator used content validity and field validity. The tool were found valid and reliable and shown inter item correlation within tools. Study had shown integrated approach has significant impact on various developmental domains.

Broadhead (2001) conducted study on thematic approach on Norwegian preschool children. Study was conducted in multi-stages. Thematic child assessment scale, developmental child observation schedule, teacher rating scale, teachers check list, individual child report, and care taker rating was used to know effect approach thematic approach for physical development, language development, cognitive development and emotional development of children. To frame the tools investigator used content validity and field validity. The tools were found valid and reliable and shown positive correlation within tools. The study had shown thematic approach has significant impact on various developmental among Norwegian preschoolers.

Minichiello and Alexander (1990) uses comprehensive communication assessment tool for children for (5 to 8 years). Parent rating questioner used to assess receptive and expressive skills on language components. Tool was standardized based on field validity techniques. The study shown positive relation between receptive and expressive skills at 0.05 level. The study recommended to use comprehensive communication assessment tool for bilingual and multilingual European children.

Elliot, A.J., and McGregor, H.A. (2001) studied on $2 \times 2$ achievement goal framework comprising mastery-approach, mastery-avoidance, performance approach, and performance-avoidance goals. The 12-item Achievement Goals Questionnaire
(AGQ), developed by Elliot measures a student’s motivations or goals for engaging in academic work. Small changes to wording were made to make appropriate for this age group (e.g. ‘mastery’ changed to ‘understand’). Scores are provided for performance approach (e.g. ‘it is important for me to do better than other pupils’), mastery approach (e.g. ‘I want to learn as much as possible from this class’), performance avoidance (e.g. ‘I just want to avoid doing poorly in this class’) and mastery avoidance (e.g. ‘I am often concerned that that I may not learn all that there is to learn in this class). Pupils responded in a seven-point scale (1¼ not at all true of me, 7¼ very true of me). Excellent psychometric properties are reported by Elliot and McGregor (2001) and in the present study reliability coefficients were acceptable for performance approach (T1 a¼ 0.79, T2 a¼ 0.75) and mastery avoidance (T1 a¼ 0.74, T2 a¼ 0.75) but marginally a 5 0.7 for mastery approach (T1 a¼ 0.60, T2 a¼ 0.64) and performance avoidance (T1 a¼ 0.69, T2 a¼ 0.70).

Gill Mathew (2006) used experimental research methods in project based approach for Canadian preschoolers. Teachers and care takers questionnaires were involved to assess project based approach. The questionnaire consists of 15 items for the teachers and 15 items for support staff. The content validity and inter reliability techniques was used to standardized the tool. The study has shown positive correlation between teacher assessment and care taker assessment on project based learning for UKG children and also significant impact of project based approach in kindergarten classrooms.

Haddad, L. (2002) conducted a study on an integrated programme in early childhood education and care. The study was conducted in developed nations (United States, Netherlands, Great Britain, Portugal, Czech Republic, Sweden, Australia, Belgium, Finland, Denmark, Italy, Norway), and developing nations (Brazil,
Cambodia, China, Vietnam, Gambia, Kenya, Senegal, and Uganda). The study was conducted based on multistage sampling and the population were randomly assigned. The one to one child assessment, parent rating and teacher assessment was used in the study. Similar indicators which consist of various activities and ages and stages questioners were used to collect the data. The tools have shown significant validity and reliability on child assessment, parent rating and teacher’s assessment.

2.7 CONCLUSION

The above review of research studies is related to Early Childhood Education and different approaches of teaching intervention strategies. A few literatures also have explained innovative practices used in Early Childhood Education in India and other part of the globe. Some literature also has dealt with peer groups, impact of secondary group, background variables in early years and in its influence on language development. Some minor variables like socio economic status; parental involvement and other factors contributing to the language development also are pointed out in the literature. Review of few studies is also carried out to find the impact of thematic approach in primary school for content enrichment in various subjects.

A number of studies also are reviewed that relate to Early Childhood Education and a child’s learning assessment. Child learning assessment in relation with settings like preschool, clinical, and home are mentioned in the literature. A few studies were conducted based on assessment of receptive and expressive communication skills in relation to typically growing and developmental-delayed children.

Therefore the research undertaken here is to prepare thematic approach module and study its effect on communication skills in pre-schoolers of age group 5-6 years.