CHAPTER II

REVIEW OF RELATED STUDIES
Pre-school education is being universally recognized as crucial for the optimal development of the child. This is primarily because of the accumulating scientific evidence that powerfully demonstrated the importance of the early years of the child’s life for subsequent development and the high development cost of inadequate care. In India, it is from the last three decades that researchers have become interested in studying early childhood education. The growth of researches in this field has, however, not ensured qualitative growth and improvement of researches in pre-school education. The lack of a well developed body of research in this field has always been a major drawback in the process of planning and formulating policies on pre-school education. The researches that are available today are scattered, piecemeal and in small watertight compartments. This would become evident as one looks at the researches conducted in the field over the last 43 years. An attempt is, therefore, made in this chapter to briefly review the available related researches on pre-school education. To present the review in a more meaningful and systematic way, this chapter has been organised under the following heads:

(1) Quantum of researches on pre-school education in India: A macro analysis
(2) Research studies reviewed.
(3) Relevance of the present study in relation to the studies reviewed
2.1.0 Quantum of Researches on Pre-school Education in India: A Macro Analysis.

A birds’ eye view of the quantum of researches on pre-school education in India from 1957 to 1998 is given in table 2.1.0

**TABLE - 2.1.0**

Quantum of Researches on Different Dimensions of Pre-school Education in India from 1957 to 1998.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Source</th>
<th>Period</th>
<th>No. of Studies</th>
<th>Dimension Wise Distribution</th>
<th>No. of Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Fourth Survey of Research in Education¹</td>
<td>1956 to 1987</td>
<td>98</td>
<td>Existing Teacher Conditions 7</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Teacher Training 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Teacher Training 1</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Indian Educational Abstracts³</td>
<td>1993 to 1998</td>
<td>18</td>
<td>Existing Teacher Conditions 1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Teacher Training 0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>162</td>
<td>TOTAL</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

A cursory glance at Table 2.1.0 indicates that as many as 162 studies have been reported during a period of 43 years (1956 - 1998). The Fourth Survey of Research in Education could identify only 98 research studies in ECE (32 Ph.D. Thesis; 33 research projects; 29 journal articles; 3 papers presented and 1 monograph) during a span of 32 years (1956 - 1987), which is a clear indication of sheer neglect of research in this very crucial field of education.
The period from 1988-92, however, witnessed a rapid growth of research in this field of education. This growth was reflected in the Fifth Survey of Educational Research (1988 -92) as 46 research studies undertaken within a span of 5 years have been reported. Unfortunately, this trend was short lived as only 18 studies between 1993 and 1998 have been reported in the Indian Educational Abstracts, a bi-annual publication of NCERT.

Further, Table 2.1.0 also reveals that out of these 162 studies, 25 studies are on status or existing conditions, 10 on teacher training and 5 on parents' attitudes, perceptions, opinions and expectations etc.

Looking at the number of 162 studies conducted in India during a span of 43 years (1956 - 98), one gets an impression that this area has been thoroughly explored. However, a deeper look into these studies reveals that in a vast country like India where different models of ECCE are being followed, this number can never be considered as large. A significantly large number of these studies cannot be called serious researches, as they are either poor in methodology or limited in scope. Moreover, much of the work cannot be termed as research, in the true sense of the term, in that it is more theoretical in nature. Literature consisting of theoretical papers, journal articles, papers presented at seminars and reports of government committees or welfare boards are also covered.\(^4\)

2.2.0 Research Studies Reviewed.

The research studies on pre-school education that form the corpus for this review include mainly doctoral researches, reports of research projects completed by various departments or institutions of education and few dissertations
completed for the degree of M. Phil., M.Ed. and M.Sc. Home Science in Child Development. For a systematic and logical presentation, the studies have been grouped under three heads in accordance with the objectives of the present study. Thus, researches on other dimensions of pre-school education such as history, need, developmental aspects, personality traits, community involvement, assessment of children, alternate models, adult-child interaction etc. have not been included. The dimensions and decade-wise distribution of the studies reviewed has been given in Table 2.2.0

**TABLE-2.2.0**

Dimension and Decade-wise Distribution of Research Studies Reviewed.

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Period</th>
<th>India</th>
<th>Abroad</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status or Existing Conditions</td>
<td>1950s</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1960s</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1970s</td>
<td>6</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>1980s</td>
<td>5</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>1990s</td>
<td>5</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>19(73%)</td>
<td>7(27%)</td>
<td>26</td>
</tr>
<tr>
<td>Pre-school Teacher Training</td>
<td>1950s</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1960s</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>1970s</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>1980s</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>1990s</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6(86%)</td>
<td>1(14%)</td>
<td>7</td>
</tr>
<tr>
<td>Parents' Reactions and Expectations</td>
<td>1950s</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1960s</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1970s</td>
<td>4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>1980s</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>1990s</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10*(67%)</td>
<td>5(33%)</td>
<td>15</td>
</tr>
<tr>
<td>GRAND TOTAL -</td>
<td></td>
<td>35(73%)</td>
<td>13(27%)</td>
<td>48</td>
</tr>
</tbody>
</table>

*These include 5 status studies which have also reported certain findings on parents' attitudes, perceptions etc.
A brief review of the related research studies conducted in India and abroad has been presented under the following heads:

1. Studies related to status or existing conditions of pre-schools.
2. Studies related to pre-school teacher training.
3. Studies related to parents' reactions to and expectations from pre-schools.

2.2.1 Studies Related to Status or Existing Conditions of Pre-schools.

Under this category, 26 studies have been reviewed. Most of them came to the conclusion that despite quantitative expansion of pre-school education, the existing condition was unsatisfactory by far and left much to be desired.

Verma (1966) in a survey of 45 pre-school institutions in the city of Baroda came out with the findings that:- (a) most of the nursery schools were housed in the buildings that were not specially constructed for nursery schools; the toilet and washing facilities in these nursery schools were poor and inadequate; (b) out of 45, 28 nursery schools were run by private trusts or foundations; (c) a majority of the nursery schools charged fees from Re.1 to Rs.3.00 per month., most of the nursery schools spent less than Rs.50.00 per child per year; (d) most of the teachers have studied up to final class of the secondary school and some have undergone the Montessori training, the salary ranged for most of the teachers from Rs.26.00 to Rs.75.00 per month; (e) out of 45, only 17 schools had parent meetings; (f) only 13 schools maintained children's record; (g) nursery schools had limited variety of outdoor and indoor equipment and very few books; and (h) regarding the programme, it
was found that very few nursery schools offered creative activities, field trips, festival celebration and science and nature study; many schools included the formal teaching of 3R's and mechanical methods of teaching.

Shah (1968) conducted a study of 92 nursery schools in the city of Baroda and found that in majority of the pre-schools, there was paucity of admission policy and lack of medical facilities, toilet facilities, water supply etc. An inadequate training of teacher and inadequate equipment affected the pre-school programme for the children. There was a need of proper relationship between parents and teachers.

Saxena (1959) carried out a study on pre-primary education in India and classified pre-primary school into eight categories such as: (i) Kindergarten school run by convents or missionary institutions mainly for the children of well-to-do classes. (ii) Nursery schools for the same group. (iii) Pre-schools for the poor and the scheduled caste. (iv) The Association Montessori International (AMI) schools. (v) Montessori school not strictly following Montessorian methods. (vi) Pre-basic schools. (vii) Privately sponsored, single teacher, single room pre-schools. (viii) Nutan Bal Shikshan Sangh (NBS) schools. The study further classified these schools according to management. These institutions were administered by the following authorities: (i) Government (ii) Local bodies (iii) Church or Christian Missions (iv) Private individuals (v) Private organisations.

NCERT (1970) in its study on “Unrecognised Institutions Offering Pre-school Elementary Education in Hyderabad, Secundrabad and Delhi” has reported the following findings:
(1) In Hyderabad and Secundrabad: (a) Out of 163 institutions, 101 were managed by individuals and others by societies, seven were established before 1951, twenty four during 1952-61, ninety seven during 1962-67, thirty three in 1968 and one after 1968. (b) The age of admission in most of the institutions was between 3 and 3.5 years, 18 institutions required prior registration ranging from two months to one year in advance. (c) Duration of course was two years in majority of the institutions. (d) Fees charged varied from Re.0.00 to Rs.30.00 with the majority of them falling between Rs.4.00 and Rs.10.00. (e) There were 8,597 pre-school children attending schools in January, 1969. (f) Out of 814 teachers working in 161 institutions, 245 were trained and 569 untrained. Out of 814, 70 were men and 744 women. (g) It was found that few institutions have certain apparatus required for conducting various curricular and other activities. (h) It was observed that most of the institutions undertook curricular activities through coaching of subjects. A few institutions undertook various types of activities covering learning of language, number work, nature study and crafts.

(2) In Delhi: (a) Out of 36 institutions, 14 were run by individuals and 22 by societies. (b) The age range for admission was from 2 years to 4.5 years. Most of the institutions did not require prior registration. (c) Majority of institutions had two year course of pre-school education. (d) The fees charged ranged from Re.1 to Rs.50.00 per month with the majority of them falling between Re.1 to Rs. 10.00. (e) There were 1972 children at pre-primary stage in January 1969. (f) Total number of teachers working in these institutions were 156 out of which 106 were trained and 50 were untrained. (g) Most of the institutions covered undertook curricular activities through coaching of subjects.
Sharma (1971) found that Nursery education in Jabalpur was in the beginning stage. There were no adequate equipment including those for outdoor and indoor activities. Staff was well qualified academically and professionally. The schools did not have lunch programme. A few had some recreational facilities like cinema shows, puppetry etc.

Shrivastava (1971) also reported in her survey of the pre-primary education in Mahakoshal region, Jabalpur that the existing condition of building was deplorable. There was no provision for sufficient indoor and outdoor space for the free play activities, no definite plan for the construction of building for pre-primary schools. On the whole, schools were poorly equipped with very limited play materials. Records of children’s health, interest and habits were maintained in only some of the urban schools. The schools in urban areas were over-crowded and that the children in such schools came from middle and upper classes. Most well to do families sent their children to Kindergarten. The study also revealed that a large number of institutions in rural areas were single teacher schools.

In the same year, Jaya (1971) conducted a study on Organisation and Evaluation of a Rural Balwadi and made the following observations: (a) A balwadi can reasonably be expected to draw children within a radius of 45 to 90 metres. (b) Among the play equipment to be supplied for the balwadi, priority should be given for those involving vigorous muscular activity. (c) Workers concerned with balwadi are oriented to secure parent co-operation to conduct the balwadis. (d) Evaluation is made an integral part of the balwadi programme to assess the physical set up, children’s development and impact on parents.
Mialaret (1976)\textsuperscript{12} carried out World Survey of Pre-school Education and came out with the findings as follow: (a) The general conditions with which pre-school educational buildings must comply as indicated were that premises must be built and fitted out in such a way as to afford the most favourable conditions for educational activities in the broadest sense of the term. In some countries, it was recommended that building plans comply with the official norms where such norms exist; be approved by an educational authority qualified in the field of pre-school education (Kindergarten inspector, regional authority etc.). (b) Nearly all the countries which had building norms insisted that there must be a yard, a playground or some place where the children can take shelter, a series of lavatories, corners and cupboard space for toys and educational materials. (c) The articles of educational equipment mentioned most often in the replies were building kits and equipment for the promotion of physical development (jungle gyms, swings, slides etc.); audio visual and musical equipment and natural objects (sticks, flowers, fruit, pebbles etc.). Next came books and pictures, objects which can be used to play all sorts of games (dolls, houses, miniature materials, designed to develop the children's powers of self-expression (clay, paper and so on). (d) Although few countries had less than 20 pupils per class (6 replies), many had between 20 and 50 (4 replies), many had between 20 and 50 (approximately 50) and a few had over 50 (4 replies).

Singh, Gopal & Murty (1978)\textsuperscript{13} in their evaluation study of Balwadis in India found that: (a) locations were unhealthy in 29 per cent of the cases, the worst being in West Bengal, followed by Maharashtra and Gujarat. Balwadis had inadequate space and furniture as well as equipment for education, health and nutrition; (b) a majority of balwadis run by the ICCW in Andra Pradesh had
no provision for outdoor play, creative handwork, drawing, painting and nature study. In CSWB balwadis, learning was formal, with emphasis on acquisition and memorization of the alphabet, numbers and nursery rhymes; emphasis on developing the creative faculty was rare; (c) Karnataka and Tamil Nadu where the balwadis were sponsored or run by the CSWB, had the maximum number of untrained balsevikas; no marked differences were found in training and educational qualifications of balsevikas from rural, urban and tribal balwadis; (d) progress cards were not maintained in 58 per cent of the balwadis while the record was up-to-date in only 32 per cent of the balwadis, immunization and home visit records were even poorer.

·After conducting a critical study of pre-primary education in Karnataka, Yeli (1979) came out with the findings that: (a) most of the pre-primary schools did not have their own buildings, the situation was even more acute in the rural schools and those in the hill stations, almost all the schools did not possess playground, garden and modern amenities necessary for any pre-primary school; (b) many schools did not have proper facilities for indoor activities and the library facilities for teachers; (c) the schools in the urban areas attached maximum importance to taking children on visits and excursions, the rural schools and those in hill stations attached considerable importance to providing environmental development activities like bhajans, nursery rhymes and celebration of festivals; only 5 per cent pre-primary schools included teaching of reading and writing in the activities. Kannada was used as the medium of instruction in most of the pre-primary schools; (d) arrangements to convey children to schools were available in urban and semi-urban areas; health provisions of children, punctuality and the availability of first aid box were more in the schools of semi-urban and urban areas; midday meals
were provided for children more in the schools in hill stations and rural area while the provision of milk existed in the schools in hill station and in the urban schools; (e) the pupil-teacher ratio in the pre-primary schools was approximately 46:1, only 35 per cent schools sent progress reports to parents; (f) the average percentage of the schools having parent-teacher association was not very high.

NIPCCD (1980)\(^{15}\) on the bases of its impact study of pre-school education in the ICDS reported that :- (a) majority of the Anganwadis (90) were located at sites that were easily accessible to children; (b) all centres were in fairly good condition; (c) no separate kitchen, toilet or water service was found in a majority of the centres; (d) play space in 83 per cent of the Anganwadis was insufficient; (e) all the respondents were aware of the ICDS programme - two major components of the scheme, nutrition and pre-school education; (f) an equal percentage of children from the SC, ST and upper castes were enrolled at the centres; (g) a significant increase in the attendance was found at meal times as compared to that during the pre-school activities, particularly in Delhi, Rajasthan and Uttar Pradesh; (h) about 96 per cent of parents of non-beneficiaries were aware of the existence of an Anganwadi in their area, yet they did not send their children; (i) children who attended the Anganwadi dressed well, and children in urban and rural areas were cleaner than tribal children; (j) only 30 - 35 per cent of parents understood the importance and need for pre-school education; (k) teaching of the alphabet and numbers was the primary activity of the Anganwadis; (l) action songs formed a part of the daily schedule; (m) socialization of children i.e. teaching them to sit properly in place etc. were among the expectations of parents from the Anganwadis.
Deka (1982) studied the organization of pre-primary education in Assam. A number of shortcomings including lack of co-ordination of activities by the pre-school institutions, shortage of competent, qualified and trained educational administrators, absence of proper health care, prevalence of uncongenial environmental conditions, inadequate facilities for the training of personnel for pre-school education for long term as well as short term course, high child-teacher ratio, near non-existence of children's books and teacher's manuals and other teaching aids in Assamese language were revealed in this study.

Tyobeka (1986) surveyed community pre-school education in Swaziland. The study showed that many pre-schools (30.30%) were accommodated in church buildings which had either been constructed specifically for housing the pre-school or which they shared with the congregation. There had been no government involvement in erecting pre-schools. Donations of building materials, the payment of some head teachers' salaries and the supervisory services provided by the pre-school inspectorate were the most frequently reported examples of government assistance. The pre-school inspectorate planned to hold meetings and discussions with parents, pre-school committees and pre-school staff, to acquaint them with the new national pre-school policy and syllabus, in the near future. Teachers, parents and the pre-school inspectorate shared a broad common goal for pre-school education, viz. preparation for primary school. However, teachers and parents on the one hand and the pre-school inspectorate on the other, interpreted this common goal differently. The teaching staff equated preparation for primary school with the acquisition of elementary skills (e.g. writing and arithmetic). The result was that creative activities,
such as painting, modeling, story-telling and make-believe activities, that were more relevant to the developmental needs of the pre-school child were neglected. The pre-school inspectorate would like to see more emphasis placed on the psycho-social development of the child to help prepare him to cope with what would be expected of him when he enters Grade 1, in line with internationally accepted objectives for pre-school education.

Baruah (1987) in her study observed that: (a) the physical set up of the pre-primary school buildings in rural areas of Assam was not satisfactory because of the mismanagement of the school authority. As community kept full hope on government for implementation of the programme, no attempts had been made for improvement of the building by the public; (b) the physical facilities in the pre-primary schools were not to the desired extent; (c) a large number of children were admitted in each of the schools not proportionate with the space available with the single teacher; (d) the feeding programme in rural pre-primary schools served as an incentive for growing rate of children admitted in the school.

Laltanpuii (1988) analysed the pre-school education programme in Mizoram from historical and empirical perspectives. The objectives of the investigation were to study the development of pre-school education in Mizoram and to examine the various aspects of the programmes in the pre-schools of Aizawl town. She reported in her findings that: (a) most of the teaching staff of the pre-schools were neither trained nor qualified for there was no provision for them to receive training; (b) no proper scale of pay was adopted for pre-school teacher; (c) ninety per cent of the pre-schools surveyed were found
lacking space for play and recreational activities. This study exposed that method adopted for teaching and other activities were traditional and young children were burdened with heavy load of home assignment; (d) there was absence of common curriculum thus, each school had to follow its own activities and method, and as a consequence the teaching at the pre-school level became disorganised and disoriented.

El-Sayed (1988) examined pre-school provision in England and Egypt in comparative perspective, the aims, developments and curricula. This study employed both documentary research into the history of pre-school education in both countries and also a wider international perspective with reference to the USA, USSR and France. It then proceeded to report on the formulation, delivery and analysis of empirical research conducted by the writer among a sample of pre-school teachers in England and Egypt.

Mayani (1989) studied the development of pre-primary education in Gujarat from a historical perspective. This study came to the conclusion that despite quantitative expansion of pre-school education, the present set up was not satisfactory in terms of curriculum and teacher training.

Pankajam et al (1990) conducted a study on child-care services in Tamil Nadu. This study showed that the child-care services of children in the age group of 2-5 years were impressive as the State had achieved minimum level of provision for all children; the State now needed to pay more attention to the under twos and also to improving the quality of training of the child-care workers.
Kellow (1990) carried out a study on three kindergarten programs: educational experiences in regular and intervention classrooms. This study examined the learning and literacy experiences young children received in a regular kindergarten program, an alternative and a remedial reading program. Recent emphasis on academic curricula and increased achievement expectations have resulted in many educational changes in kindergarten. Such practices often influence the nature of kindergarten curricula and instruction. The findings determined these three kindergarten programs were teacher-directed programs which focused on basic skills and mastery level learning. Classroom instruction adhered strongly to district established curriculum goals and guidelines. Young children received instruction from "pencil and paper" packaged curriculum activities. Students were expected to spend long periods of time, during the instructional day, sitting at their tables completing workbooks and practice sheets. Other kinds of learning and literacy experiences (exploration with print and language, story reading, etc.) were minimal and not viewed as a regular part of the school day.

The kindergarten is now an almost universal part of public education and yet the debate continues as to what kindergarten education should be. Any attempt to address the issues that concern the nature of the kindergarten and the type of instruction that is appropriate for children in kindergarten must begin with a fundamental understanding of what kindergarten is and knowledge of the factors that determine how it is shaped. Thus, a micro-ethnographic study of the kindergarten was undertaken by Hieshima (1990) to examine and narratively describe the social situation from the perspective of kindergarten teachers in order to arrive at a better understanding of today's kindergarten.
The kindergarten was a highly complex cultural system. According to kindergarten teachers, the kindergarten was a very special place because of (a) the children, (b) the teachers, and (c) the curriculum. Thus this study examined and described the culture of the kindergarten by focussing on these three domains. This ethnography also addressed the pressures that were presently being placed on these very things that make kindergarten special and the conflict kindergarten teachers felt because they were not able to implement their cultural knowledge or belief systems of what kindergarten was into classroom practice.

Reckmeyer (1990) studied outstanding child-care centers. The purpose of this study was to generate a configuration of traits that profile or describe the makeup of excellent child-care centers. Five child-care centers were selected which had been identified as outstanding by experts in the field of early childhood education. Each center studied had unique features. However, the study also found commonalities which were consistent among all centers. These traits included: children are valued, philosophy, parent involvement, staff, leadership, relationships, environment, innovation, organisation, location, program and funding.

The results of this study may help in understanding the nature as well as the diversity of good child-care. Specifically, results raised questions about appropriate parent involvement, funding, leadership, staffing, and the role relationships play in child-care settings.

Two city studies were undertaken in 1990 and 1992. One was Mishra D's (1990) study of the problems of pre-school education in Cuttack city and the other was Sharma R 'S (1992) comparative study of aided and
unaided pre-schools of Pune city. Both these city studies found a prevailing over-emphasis on formal learning and evaluation and emphasised the need to introduce more play way methods.

Rajalakshmi (1992) assessed the existing nursery education programme in Kerala. This study pointed out that physical facilities needed to be improved and a more uniform curriculum needed to be introduced.

Lyngdoh (1996) examined the development of pre-school education in the State of Meghalaya. Case studies of selected pre-schools in Shillong city were carried out and the various aspects of pre-primary education offered in the schools were analysed. This study came out with the findings that: (a) the private schools do not follow a common curriculum nor do they have adequate facilities; (b) Management Boards of pre-schools in Shillong constituted close relatives and the schools were run without proper infrastructure; (c) teachers in the pre-schools do not have special training for pre-primary education, otherwise were found to be well qualified; (d) there was no uniform pay scale for pre-school teachers. The investigation revealed that the pay scale ranged from Rs. 400 to Rs. 2,800 per month; (e) most teachers adopted the play way and story telling in combination with other method. Children were also burdened with home assignment. The pre-schools surveyed for the study were not found having sufficient space for play and recreational except for one school which was a residential school.

Aina (1996) conducted a case study on pre-primary education programmes in Ondo State, Nigeria. This case study, qualitative in orientation and design,
explored the aspirations, values and beliefs of selected administrators, pre-school teachers, and parents in rural and urban community regarding the present organisation and administration of pre-primary schools and possible incorporation of pre-primary schools into the educational system in Ondo State, Nigeria. "Thick description" of each participant's views was used as the starting points for exploring different views, and beliefs of the participants on the issue of preschool programs in Ondo State. As themes began to emerge from the participants' views, the investigator focused on these in an attempt to gain a deeper understanding of the interviewees', meanings. Through interpretations and reflections on the views, beliefs, and aspirations of the participants, as well as reading in related literature, twelve themes emerged. These themes could be summarized thus: the development of pre-school education in Nigeria and in Ondo State; the incorporation of pre-school education into public schools; the interviewees' views and beliefs about the importance of pre-primary programs in Ondo State; problems of private pre-primary institutions in Ondo State; advantages of privately operated pre-primary schools; benefits of incorporating pre-primary programs into the public school system; the need to operate pre-primary programs in the public schools; an appropriate/ideal pre-school program for children in Ondo State; the need for privately and publicly operated pre-primary programs, views about making pre-school programs, mandatory or available for all children; the roles of the government, community, and parents in pre-school programs; and how to operate pre-school programs in Ondo State.

The study concluded by drawing upon insights gained from the understanding of participants' views and the investigator's reflections on the nature of the study, the research approach used, and what the research has meant to the investigator as a person and as a researcher.
2.2.2 Studies Related to Pre-school Teacher Training

Bapat (1957) discussed problems concerning philosophy of pre-primary education, qualification and training of the headmistresses and other teachers. This survey revealed that the problems of pre-primary teacher training institutions were related to (i) members of the staff (ii) pupils (iii) apparatus (iv) finance (v) practicing school (vi) methodology (vii) examination (viii) refresher course.

Seetharamu & Usha (1984) carried out a broad based inquiry into pre-primary teacher education in Bangalore. However, the study focussed on non-evaluative findings, aiming to get factual information about the training and physical facilities available.

Training in the Cognitively Oriented Pre-school Model helped improve skills and knowledge of pre-school teachers as reported by Srivastava (1987). A project Cognitively Oriented Programme for Pre-school Children (COPPC), an in-service training course for grassroots-level workers, was developed. The activities and achievements of the COPPC project were evaluated by examining the impact of this innovative training methodology. The change in development of knowledge, skills and attitudes of pre-school teachers and supervisors and also their pre-school children in terms of their language, cognitive development, personality and creativity were evaluated. The findings showed: (1) skills and knowledge of COPPC workers improved with training (2) there were positive changes in 'attitudes' especially attitudes towards self, other and one's own job.
Highly trained teachers performed better compared to teachers with less intense training as measured through improved performance of children, (Murlidharan and Pankajam, 1988). The study examined the differences in the different models of pre-school teacher training, particularly from the point of view of what teachers trained under different schemes were able to do with young children and how children gained from them. The results showed: (a) in most of the tasks, the children whose teachers had two years training scored highest. Next came the anganwadi children, followed by the children whose teachers had six months training; (b) the differences between the anganwadi children and the children whose teachers had two years training were, however, minimal and therefore not significant; (c) anganwadi workers, if well trained, could organize effective pre-school programmes. In this case, the anganwadi workers were trained by the Rural Institute, Gandhigram, which had a good infrastructure and competent staff.

Khosla (1991) conducted a study on the evaluation of the refresher courses in pre-school education for the anganwadi workers. The study showed that refresher training in pre-school education was beneficial to anganwadi workers both in terms of organising activities for children as well as in involving the helpers and mothers in the programme.

Dubey and Joshi (1993) studied effectiveness of self-learning strategy (SLS) in terms of achievement at nursery teacher training level. They found that (i) from the performance of the trainees, it was seen that majority of the students performed very well through SLS, which was generally not seen in traditional method; (ii) the developed SLS was found to be effective.
Freeman (1996) surveyed early childhood teacher educators and a curriculum for pre-service teachers. The first part of this research examined the emphasis placed on the National Association for the Education of Young Children (NAEYC) code by members of the National Association of Early Childhood Teacher Educators (NAECTE). Teacher Educators were surveyed using the author’s Survey of Instruction in Professional Ethics (SIPE) to determine if professional ethics was an explicit objective in their courses, and how much emphasis ethics received in the curriculum. Text which were commonly identified by respondents to the SIPE were examined to discover their treatment of professional ethics. Results indicated that about 80% of the respondents identified professional ethics as a course objective, but that ethics were usually a minor component of the pre-service curriculum of early childhood education students.

2.2.3 Studies Related to Parents of Pre-schoolers.

Many of the studies available showed that majority of the parents conceived of a pre-school as formal learning, which ought to have priority over experiences and socio-emotional relation among children. There are some parents who even view the pre-school as an employment agency for the teacher/worker. Parents who do not send their children to pre-school feel that it is an extravagance and that the child is more needed in the home and fields, which to them is, after all, real life experience (Patel 1967, and Kulkarni 1969).

Bapat (1957) investigated into the conditions of pre-primary education in the Poona University area with a view to finding out problems and suggesting
solutions to some of them. The survey of the parents of pre-primary school children in this study showed problems which included: (i) pre-primary school accommodation, equipment and working, (ii) the teachers of the pre-schools (from the parents' point of view), (iii) the fees, the finance of the school (iv) responsibility of government (v) preparation of the parents and (vi) parent teacher organisation.

The survey of the parents identified problems like - (i) the age group which is the liability of the parents (ii) nature of preparation of prospective parents (iii) nature of subjects to be included in the regular education (iv) nature of guidance to the newly weds (v) nature of compulsion on newly weds concerning babies (vi) nature of child clinics to guide parents (vii) nature of records to be kept by parents (viii) co-operation between the parents and (ix) care about food, body movement, language development and psychological growth of children.

Sarojini (1971) from her study of the attitudes of rural and urban parents toward pre-school education came out with the following findings: (i) All the parents recognised the importance of pre-primary education with a view that primary education preceded by pre-primary education led to better adjustment. (ii) Majority of the parents preferred domestic type of disciplinary techniques in pre-schools, mother tongue was the favourite medium of instruction. (iii) Pre-primary education should start at the age of three years with a duration of one to two years. (iv) In the curriculum, preference was given to cleanliness, teaching of better habits, rhymes, stories and play. Affection and patience were considered to be the important qualities of a pre-school teacher. (v) Urban parents were satisfied with school conditions and feeding programme.
whereas rural parents were dissatisfied. In general, it was found that as income and education increased, importance given to the pre-primary education also increased.

Mialaret (1976) in his world survey of pre-school education found that there was a variety of answers to the question on the subject of relations with parents. In many cases, all that happened was that parents were invited to visit the institution, to listen to a talk, to see an exhibition of the children’s work or to attend a social gathering organized by the institution.

Several replies revealed relations which entail more active participation on the part of the parents. Many parents’ associations participated directly in the management and administration of the institution, in some cases playing a direct role, either by helping the institution to build and improve its premises, or by organising working sessions (lectures, seminars) for the parents themselves. This makes it possible for the parents to exchange ideas, one reply even indicated that parents were given some instruction as to how to observe children and their activities.

Lastly, some replies stated that parents directly assisted in school activities (for example during a visit or a journey) or activities in connection with the school (preparing special celebrations or exhibitions); some replies even indicated that part of the teaching equipment was constructed by the parents themselves.

Sethi (1977) in his study “ Academically Oriented Pre-schools” explored that the main reason for imparting formal education is parents’ expectations
to teach 3 R’s to the pre-school children. Thus the study recommended that
the parents may be made to realise the need to improve the quality of
pre-school education and be persuaded to initiate the ventures of modification
in the school programme in the interest of the children and the society.

NIPCCD (1978)⁴⁴ through a study on “Working Mothers and Early
Childhood Education” found out that most mothers in the upper occupational
level especially if they were educated, felt less dependent on the pre-school
for the child’s social development but wanted an institutional set up of high
quality for their children during working hours. The unskilled and semi-skilled
mother workers desired governmental institutions at no cost or at low cost.
Majority of the mothers interviewed felt the services were more acutely needed
for children under three.

Singh, Gopal & Murty (1978)⁴⁵ conducted an evaluation study of
Balwadis in India. In this study, reasons given by parents of beneficiaries for
sending their children to balwadis were attainment of 3 R’s followed by acquisition
of good habits, development of creative abilities, personal hygiene, children
being cared for in the absence of parents, provision of nutritional supplements,
persuasion by others and advantages for later schooling. Parents from Gujarat,
Karnataka and Tamil Nadu were more aware of the multiple advantages. As
many as 42.7 per cent of parents of non-beneficiaries did not give any reason
for not sending their children to balwadis, others indicated lack of escort, parents’
lack of interest, inaccessibility of balwadi and inability to bear expenditure as
some of the reasons; some others gave caste discrimination, refusal of admission,
uncongenial atmosphere in the balwadi, unsuitable timings, poor programme
and lack of nutrition programme as some of the reasons. In more than 90 per cent of the cases, the balwadis were located within a distance of half a kilometre from the houses of the beneficiaries. Further, the study also revealed that parents of beneficiaries and ex-beneficiaries perceived the main activities of balwadis as singing and dancing while parents of non-beneficiaries felt they were reading, writing and playing sometimes, most parents of the three groups were unaware of other activities.

NIPCCD (1980)\textsuperscript{46} conducted an impact study of pre-school education in the ICDS. One of the major objectives of the study was to study the perception of parents regarding the pre-school education component of the ICDS. The study showed that: (a) about 96 per cent of parents of non-beneficiaries were aware of the existence of an anganwadi in their area, yet they did not send their children; (b) only 30 - 35 per cent of parents understand the importance and need for pre-school education; (c) socialization of children i.e. teaching them to sit properly in place etc. were among the expectations of parents from the anganwadis.

Surkar (1984)\textsuperscript{47} in her study on parental attitudes, opinions and expectations regarding pre-school education, reported the following findings: (i) Majority of the parents from all the three economic groups (i.e. high, middle and low income groups) felt that the right age of sending children to the pre-school is 3 years, while quite substantial percentage from high and middle groups favour 4 years of age. In reality, it was observed that low socio-economic group people send their children to school at a very late age. (ii) Majority of parents from high socio-economic group favoured duration of
three hours whereas middle and low economic group parents prefer four hours. (iii) A large number of parents from both low and middle-income groups expected the school to operate in the afternoon. However, some of the parents from high-income group favoured morning hours. (iv) A large number of parents from the three economic groups expected that the child should be able to read, write and learn preliminary arithmetic. (v) Parents of all the three categories agreed with the statement that pre-school helps in developing in the child, skills necessary for personal adjustment like eating, dressing, toilet habits, washing and cleaning etc. (vi) Parents of all categories were in full agreement that younger generation should be disciplined. High and middle class parents favoured the blend of both the strict and lenient discipline whereas lower class parents favoured the strict approach. (vii) Cent per cent parents agreed that females make better teachers than males. (viii) Parents both from high and middle class expressed that they always participate in the school programmes. Parents from the lower group expressed that no functions were being held in the school and according to them, it is sheer waste of time to attend such functions even if they are held. (ix) Parents of all the categories expected the pre-schools to be fully equipped. (x) The general opinion of the parents is that the regular medical check-up of the child should be carried out in pre-schools. (xi) Majority of the parents from all the three classes preferred snacks for lunch programme. (xii) Majority of the parents from high and middle economic groups preferred play-way method, while majority of the parents from lower group preferred formal method of teaching. (xiii) All the three category parents stated that the school-uniform is necessary in the pre-school as it develops sense of equality and help in removing inferiority complex. (xiv) Picnic and excursions are necessary for the all round growth and development of the children, is the conclusive opinion of the parents of all the three categories.
In a survey on Community Pre-school Education in Swaziland, Tyobeka's (1986) findings in relation to parents of pre-schoolers revealed that: (a) majority of parents were sending their children to pre-school to prepare them for primary school; (b) majority of the parents stated that their children were taught to write, sing and say rhymes; According to them, teaching children to write was the most important thing the teachers did with their children; (c) of the 69.70 per cent respondents who did not attend pre-school meetings, 56.52 per cent had not done so because no meetings had been called; (d) there was a great deal of ignorance among the parents about the existence, composition and role of the pre-school committees; (e) the majority of parents (69.69%) expressed their willingness to pay increased school fees; (f) an overwhelming majority of parents (90.90%) were satisfied with pre-school hours though few had taken any active interest in fixing them according to their needs; (g) parents were highly pleased with the content of the pre-school programme, as can be concluded from the 87.88 per cent affirmative replies; (h) majority of the parents (86.50%) were dissatisfied with equipment and facilities. Dissatisfaction with facilities (kitchen, toilet, building) accounts for 40.54 per cent of responses, while 13.52 per cent were related to the lack of equipment such as toys and furniture.

Yasodhara (1991) examined the attitudes of parents and teachers towards pre-school education. The work pertained to a study of the attitude of parents and teachers with regard to the objectives and curriculum of pre-school education and the priority groups of children in need of pre-schooling. Yasodhara used questionnaires for parents and teachers and she found that there was a need to educate them as they did not have a clear idea regarding the purpose of pre-school education and their role in the children's life.
Cryer (1994)\textsuperscript{50} examined the value and quality assessments of parents as child-care consumers. The study revealed that in general, parents indicated high values for all aspects of care, with higher importance scores for items relating to interactions, health and safety than for curriculum and adult needs related items.

Whitehead (1994)\textsuperscript{51} investigated parental perceptions of day care programmes in Nassau, Bahamas. A Likert-type questionnaire was developed and employed with 149 parents. Results of the study furnished evidence that the subjects were principally concerned that day care centres should protect the health and safety of the child, provide information on the child's programmes, and enhance a child's social skills. A specific concern was that staff members should be musically creative. Results also demonstrated that parents were relatively unconcerned with such areas as academic programmes, staff qualifications regarding college education, and the pole of the Ministry of Education.

Suh (1994)\textsuperscript{52} studied the beliefs and values of parents, kindergarten teachers and principals regarding public kindergarten programmes and practices in Korea. Results from chi-square analysis, t test, or ANOVA with Scheffe test revealed the presence of similarities and of wide differences in the beliefs and values among the subject groups. Korean parents, kindergarten teachers and principals strongly supported public kindergarten education for 5 year olds, but they were not as supportive of kindergarten education for 4 year olds. They wanted half-day public K.G. programmes, with class size of 20 children per teacher, and they wanted teachers to have majored in early childhood education. They all generally approved of the developmentally appropriate
practices. Parents as compared to teachers and principals, placed more importance on academic development and teacher directed activities. Parents and principals preferred school-based public kindergartens, while teachers wanted independent administration of public kindergartens.

2.3.0. **Relevance of the Present Study in Relation to the Studies Reviewed**

A review of researches under status study reveals that most of these studies were conducted in various cities, states and countries to highlight the conditions of pre-school education and problems confronted by them. The review further reveals that although existing condition of pre-school education has been a focus of intensive research enquiry and some studies, directly or indirectly related with the present study, have already been conducted in different parts of the country and abroad, the main lacuna in all these studies is that they did all this without analysing the status in the light of the desired standards. Moreover, the Mizoram State, where the study was being executed, has experienced a substantial and quantitative expansion of pre-school institutions. It is imperative to find out by way of research, if the same uncongenial conditions of pre-school education are in existence in this highly literate north-eastern state. The investigator, therefore, decided to analyse the status of pre-school education in Mizoram in the light of the desired standards as specified by various experts in the field of early childhood education.

Moreover, an analysis of the limited number of studies available for review, under the category of pre-school teacher training, reveals that most of these studies have been carried out to investigate the problems and quality of teacher training programmes, physical facilities available, effectiveness of training
on the performance of teachers, effectiveness of different models of pre-school teacher training from the point of view of children's development and the like. While some of these studies are methodologically sound and have answered questions that are relevant to pre-school teacher education, some others are poor in quality. Considering the importance of pre-school teacher training, the number of studies reported in this area by the Fourth and Fifth Surveys of Educational Research, and Indian Educational Abstracts for a period from 1956-1998, is very small. It is important that more studies are conducted on pre-school teacher training programmes. The investigator, therefore, felt the need of probing this area in her study.

Further, the availability of only few studies for review, in the area of parents' reactions and expectations, clearly indicates that this area has yet not been fully explored. A deeper analysis of these studies reveals that although some researchers have attempted to study parents' attitudes, perceptions, and opinions, an important aspect like parents' reactions has not at all caught the attention of researchers. Besides, not much work seems to have been done to examine the expectations of parents from pre-school institutions. The present study, therefore, assumes significance as it examines the parents' reactions to and expectations from pre-school institutions.

From the account of quantum of research and research studies reviewed vide Table 2.1.0. and 2.2.0. respectively, it may be said that there have not been much systematic and sustained efforts to conduct research in the area of pre-school education. The studies reviewed under the three dimensions taken up by the present study show that most of the studies
reported so far are status studies and have simply examined the status of pre-school education in different parts of the country without comparing them with the desired standards; whereas the other two dimensions are concerned, the Indian as well as foreign researchers have not paid the attention they deserve.
References


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45. Singh, K.K. et.al, *op. cit* p 1246


48. Tyobeka, J.D., *op.cit.*


