Chapter III
Review of Related Literature
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3.1 Introduction

Review of the related literature is an essential aspect of a research project. It acquaints himself with current knowledge in the field or area in which he is going to conduct his research. It enables the researcher to define the limits of his field. It helps the researcher to delimits and define his problem and brings the researcher up to date on the work which others have done and thus to state the objectives clearly and consciously. The advantage of the related literature also provides insight into the statistical methods through which validity of results is to be established. It also helps the researcher to identify the genuine problems and methods for the study on the basis of the recommendation made by the earlier researchers in their research reports.

Related literature is the similar or related studies made by previous research workers in the same field. Related literature motivates the researcher to understand the study in hand and lays a foundation for his entire investigation. It helps to avoid repetition and provides new knowledge to the research workers where one can evaluate and interpret the significance of one's findings.
Another important aspect of related literature is that the investigation can find out the appropriate methodology of research relating to his problem and accordingly he can select the tools for the collection of data. The review of related literature is immensely effective in providing the right insight into the statistical methods for computing the results of the study in hand.

A review of related literature and analysis of the research studies would be helpful to know exactly what has already been done in a particular area as well as to identify what is yet to be done. In fact, this research review serves the base for providing right direction to the present research work. In other word, review of related studies and literature means to conduct general survey of these studies to analyse them critically and put them logically so that certain research framework and dimension could be emerged. Based on it researcher can look for missing links in the chain of knowledge. It is helpful to understand how various issues have been studied in different parts of the world. Further, the reviewing studies are also of great help in comparison analysis of the results in the light of the other study findings. In the area of the present research work, findings of the previous researchers are manifold in nature.

A careful review of the research journals, books, dissertations, thesis and other sources of information on the problems to be investigated is one of the most important steps in the planning of any research study. Therefore, in view of the above justifications, the researcher has carefully gone through
some of the relevant studies conducted in India and other countries which have been presented in the following.

3.2 Studies Conducted in India and Abroad on Pre School Education

Adish (1985); Chaturvedi (1955) have reported that a few studies on impact of pre-school education on children were conducted. However, the limited research conducted supports the fact that effective delivery of pre-school education promotes the development of children in the right direction. It was observed that the intellectual status of children in an ICDS area was better than that of children in a non-ICDS area this was attributed to the nutritional status of children and impact of pre-school education.

Pre-school education influence the progression of higher order cognitive fiction was reported by Khosla (1986). It was found that children attending Anganawadis scored significantly on language tests like objective vocabulary and listening comprehension and cognitive tests like sequential thinking and time perception. Paranjpee (1985) found that in the rural areas, children from an ICDS block were willing to attended school and performed better than their counterpoise in a non-ICDS area. ICDS also had a positive impact on their enrolment, retention rate and dropout rate. Sundarlal (1981) was also of the view that over 80 per cent children who have received pre-school education were well adjusted in school and their scholastic performance was better as compared to other children.
Some studies reported an interesting change in parent's attitudes towards education of their children as a by-product of ICDS. Parents of the children who attended Anganawadis were willing to continue their education and send them to primary school. Paranjpee (1985) observed that 90 per cent children from ICDS blocks who get admission to primary schools, faced no problems in getting admission and were well adjusted.

Area wise differences on a few education indicators were observed. In a rural ICDS area, enrolment and retention rates were better than in a non-ICDS area, but in a tribal area there was not much difference. In an urban ICDS block, enrolment and retention rates of children were lower and drop-out rates were higher as compared to children in an urban non-ICDS area (Paranjpee 1985). Further, some evaluation studies revealed that most of the respondents were aware of the pre-school education programme. However, the concept of mental growth and early stimulation were not fully understood (Krishnamurthy, 1983). The findings of the study conducted by Sharma (1986) corroborated the face that the enrolment of 3-6 years old children had improved considerably due to implementation of ICDS.

Gupta, R., Rahgir, S. P. (1984) conducted a study to (i) assess the effect of pre-school education on the development of children and (ii) ascertain the impact of modified pre-school education programme on the progress of their education. The study was conducted in 10 Anganwadis of the rural ICDS block Fatehpur Sikri, Agra. One hundred and forty-five children from five Anganwadis constituted the experimental group and 125 children from the
other five Anganwadis formed the control group. All the children were in the age group 2 – 5 years and were matched for their performance in the Anganwadis. A modified pre-school education programme was developed and implemented in the experimental group Anganwadis for one month while the control group children had their routine pre-school education programme. The ability and performance of the children of both the groups was assessed by the teachers concerned by awarding scores. The “t” test was applied to see the level of significance between the two groups. The researcher found that the children of the experimental group showed a significant improvement and progress in their learning activities after receiving the modified pre-school education programme whereas those in the control group did not show any significant improvement.

Seshama, N. V., Anuradha, K. (1985) undertakes a study to (i) know the difference in the attitude of pre-school teachers towards play in three different kinds of pre-schools; and (ii) find out the facilities available for play in these schools. The study was conducted in the urban ICDS block Tirupati and in the urban areas of Tirupati not covered under Integrated Child Development Scheme in Andhra Pradesh. Out of the existing 131 pre-schools, 47 (35%) were selected for the study, of which two were laboratory nursery schools, 35 Anganwadis and 10 other nursery schools. Fifty-six teachers selected from these schools were interviewed to know their attitude towards play and the facilities available for play in their schools. Information was recorded using an interview schedule and through observation. They found that a majority of the pre-school teachers (laboratory nursery schools 97 per cent, Anganwadis 97
per cent and other nursery schools 93.8 per cent) felt that play was extremely essential for the development of the child.

Anganwadis Workers (80%) and laboratory nursery school teachers (100%) had positive attitude towards organised play activities and play with water, clay, sand and paints. However, all the nursery school teachers had a negative attitude towards organised play activities. Anganwadis (93%), laboratory nursery schools (100%) and other nursery schools (100%) had facilities for play activities associated with learning of alphabets and numbers like arranging materials such as stones along a line, educational IQ watch ABC play, counting stones without seeing, etc.

Lal, S., Wati, R. (1981) conducted a study with a view to know the enrolment pattern and dropout rate of children who had attended the Anganwadis in their early childhood. The study was conducted in four villages of the rural ICDS block Kathura, Haryana. The sample comprised 1,707 children who had left the Anganwadis between 1977 and 1981. The parents and 28 primary school teachers were interviewed to assess the performance of the children in school. School enrolment data was corroborated with the number of children completing six years and leaving the Anganwadis. The teachers were given a 15 point scale to ascertain the scholastic performance of the children. Data regarding enrolment and dropouts was also analysed in relation to variables like sex and caste. The duration of stay of the children in the Anganwadis ranged from six months to three years. The researcher observed that Seventy per cent children who had received pre-school education in the
Anganwadis were enrolled in the primary school. Enrolment of children was slightly better in the higher caste (82%) than in the economically weaker section (80%). The enrolment of male children was higher than that of female. Over 80 per cent children who had received pre-school education in the Anganwadis were well-adjusted and their scholastic performance was better as compared to other children. Forty per cent children had dropped out of school over a period of four years. The dropout was maximum in the first two years of schooling.

Anuradha, B. S., Nitya, R., Kalpana, N. R. (1986) conducted a (i) identify the play materials and games for pre-school children and effective methods by which these could be adapted and modified to make learning meaningful and effective; (ii) prepare a manual to serve as a guide for Anganwadi Workers and instructors of Anganwadi Worker Training Centers; and (iii) build a library of toys and games at NIPCCO Regional Centre, Bangalore to be utilized in the training of trainers and to collect prototypes of toys and games which could be duplicated by instructors of Anganwadi Worker Training Centres. The study was conducted in three phases to evaluate play materials and games used for pre-school children in Karnataka. In the first phase, information on traditional games and equipments which formed part of the games was collected with the help of 78 Child Development Project Officers (CDPOs) and by reviewing the available literature. Information was collected on 86 games and 20 play equipments. In the second phase of the study, a panel of 20 specialists developed a set of indicators common to all the games.
and equipments to assess their value and thereby classify them as good, average or poor. The indicators for which a positive response was given by 70 per cent of the panel members were retained for purpose of analysis. These indicators were related to physical, emotional, social, intellectual, language and sensory development and development of creativity in the children; possibility of the games and equipments being used indoor or outdoor; and age suitability and recreational value of the games. Each game and equipment was rated with respect to each indicator on a 5 point scale by another panel of 40 members. The five points varied from 'not at all useful' to 'useful to a large extent'.

The ratings of all the members of the panel for each game and equipment were consolidated and their median scores computed. The total on the 'average' point was considered as the cut-off point. Those games and equipments whose median scores were equivalent or above the cut-off points were retained. After assessing the value of the games and their equipments, they were adapted for use in the Anganwadis by increasing their value, changing or modifying materials required or by simplifying the procedures of the game. In all 21 games and equipments with two scores were modified to increase their value. A draft guidebook was prepared in Kannada which incorporated the modifications and step-by-step procedure to be followed in organizing the games. All the 86 games and the equipments, irrespective of their values were field tested in the rural ICDS block Kanakpura to assess their suitability in the Anganwadis. Based on the observations, 21 games
were deleted as they were poor in comprehensibility, recreation, etc. The major findings are the final guidebook which was written in Kannada included 65 games with proper instructions and the equipment required for their use. To facilitate easy understanding of the game, illustrations were given wherever necessary. Several games, equipments and toys identified during the process of research were procured and a library was set up at the RC (B), so as to use them during the training of Integrated Child Development Service (ICDS) functionaries.

Shrivastava, S., Seth, S. (1985) conducted a study to find out the effect of pre-school education component of ICDS on symbolic play. The study was conducted in four urban ICDS blocks and four urban, non-ICDS blocks in Madras city. The sample comprised of 100 children in the age group 18-34 months, of which 50 were selected from ICDS area and 50 from non-ICDS area by stratified random sampling. A toy set containing 39 items was selected in which all the items except the cloth, sponge and blocks were the realistic representation of common objects having appropriate and clear use. The child was allowed free play with the toys for eight minutes. Then the investigator modeled four different acts with the toys. Each act was modeled twice and was accompanied by a verbal description to stimulate symbolic and non-symbolic play behaviour of the child. After the modeling the child was permitted to play alone for another eight minutes during which the investigator refrained from interacting with the child but responded to his natural overtures. The investigator recorded in a check-list the most frequently observed behaviour and speech of the child with this specific set of toys. Play
behaviour of the child not included in the check-list was noted separately. All
instances in which the child used one object in lieu of another, used speech to
indicate that a different object was represented or used action or speech to
represent an object or person not present in the testing room were listed. All
the instances were then classified into one of the following four categories - (i)
high physical support with action, (ii) high physical support without action, (iii)
low physical support with action and (iv) low physical support without action.
The reliability of the categories was assessed by having a second person
score independently the records of 28 randomly selected children. The
percentage of agreement between the scores computed separately for each
category of substitution and imaginary object play ranged from 0.72 to 0.96.

The study reveals that there was no significant difference in total actions of
the children of the two groups with respect to their age. It may be concluded
that ICDS scheme does not exercise much influence on the total number of
actions performed by the children while manipulating the toys. There was a
significant difference in the proportion of children in all the age groups
demonstrating substitution or imaginary objects of play-by-play category in
ICDS and non-ICDS groups. However, in the category low physical support
without action, absence of symbols was expressed. Hence, the
representation of objects in symbolic play was affected by ICDS.

Devadas, R. P., Baradha, S. G., Prasad, A. (1985) conducted a study with a
view to assess the physical and Motor development of children attending
Anganwadis. The study was conducted in six Anganwadis covered under the
urban ICDS block Coimbatore II, Tamil Nadu. A sample of 100 children in the age group 5 years with an equal sex representation was selected randomly. Interview schedule was developed to collect data regarding the family background of the children; Anthropometric measurements were taken in terms of height, weight, mid-arm, chest and head circumference to assess their physical development. Their motor abilities like, standing, walking, running etc. were tested by standardized tests given in Portage Guide to Early Education developed by Bluma, et. al. (1976). The researcher observed that it was found that anthropometric measurements of the children were higher than ICMR Standard. However, the mid-arm circumference of both the sexes was slightly lower than ICMR Standard. The 't' test value of height, weight, arm, chest and head circumference showed that these values for five years old children were significantly greater than the three years old children at 1 per cent level. The performance of 3 – 4 years old children in the area of ball play was better as compared to children in the age group 4 – 5 years. With increase in age, children of both the sexes showed improvement in standing, walking, running, skipping, hopping and jumping.

Shrivastava, K., Shrivastava, S. (1985) studied on the Influence of Integrated Child Development Service Scheme on the Problem Solving Ability. The study was undertaken to assess the impact of ICDS on the problem solving ability of children. The study was conducted in 11 urban ICDS blocks and five non-ICDS blocks in Madras City. The sample comprised 120 children of two years of age, of which 60 were from ICDS block and 60 from non-ICDS area. This age group was selected because only during this period the child
manifests the essence of the problem solving behaviour. The problem solving ability of children was assessed by an apparatus devised by Koslowski and Bruner (1972). It was a kind of a lazy susan consisting of a bar placed athwart a rotatable circular platform which was mounted on ball-bearings fixed on a square table. The legs of the table were adjustable and were high enough to prevent a child from leaning across to the goal after the bar on the lazy susan had been partially rotated. A toy was kept at one end of the bar and the child was exactly opposite to it at the other end of the lever.

Each child was given 10 minutes to pick up the toy without moving from the prescribed spot and all his responses and time taken were noted down. The data was classified according to the success and non-success of the task and the scoring was based on a technique developed by Koslowski and Bruner. The successful responses were further classified into five strategies which ranged from direct virtually non-instrumental approach to a full-blown correct solution. These strategies were linear action, oscillation, partial rotation, operational preoccupation and rotation and capture. The strategies were arranged in terms of how closely children approximate a correct solution which was judged by the angle at which the arm of the apparatus was rotated. The children were categorised according to the highest strategy they advanced. Also, a weighted achievement score was given to each child. Major findings were ICDS had a definite impact on the problem solving ability of the children. The average time taken for the successful completion of the task was 4.7 minutes for ICDS children and 6.2 minutes for non-ICDS children. The level of achievement of children in ICDS group was 12.2 and in
Muralidharan, R., Kaur, B. (1987) carried out A Study of the Relationships between Physical Development and Language and Cognitive Development of Tribal Pre-school Children. The study was undertaken to assess the relationship between indices of physical, language and cognitive development of tribal pre-school children. The study was conducted in 12 randomly selected Anganwadis of the tribal ICDS block Tokapal, district Bastar, Madhya Pradesh. Twelve children in the age group 3-6 years with an equal sex representation were selected randomly from each Anganwadi thus making a total sample of 144 children. A child specialist helped in training the investigators to carry out tests and take physical measurements of children. Rapport was established with the children and after making them familiar with the tests and test materials they were tested individually. Time taken for testing each child ranged from 1 1/2 hours.

The indices for language development were: Object Vocabulary, Action Picture Reading, Oral Expression, Listening Comprehension and Acquaintance with Environment. The cognitive indices included: Sequential Thinking, Time Perception, Shape Discrimination and Colour Discrimination. Children were also examined physically and their height, weight, mid-arm and head circumference were recorded. They reported that all the test scores in language and cognitive development were significantly correlated with height and weight of children. The relationships between weight and language and cognitive development of children were not significant for
three years old children. However, they were significant for four-year-olds in all the cognitive tests and in two language tests (Action Picture Reading and Listening Comprehension) and in the case of five-year olds, they were so for all language tests except Listening Comprehension but it did not reach the level of significance in two cognitive tests (Time Perception and Sequential Thinking.)

In the case of three and four years old children the correlations with height proved significant in three out of five language tests and in two out of four cognitive tests. Similarly correlations proved significant in three language tests and one cognitive test in five years old children. Significance positive relationships were found between mid-arm circumference and only two cognitive tests, i.e., colour and Shape Discrimination. No significant relationships were observed between mid-arm circumference and language test scores. Significant positive relationships were found between head circumference and colour discrimination and sequential thinking scores amongst the cognitive tests and action picture reading and listening comprehension scores amongst language tests.

Sahani, S., Agarwal, S. (1985) conducted a study to assess the cognitive abilities of pre-school children and the knowledge and skills of Anganwadi Workers for providing cognitive experiences to the children before and after the intervention exposure. The study was conducted in five villages of the rural ICDS block Hissar II, Haryana. The sample comprised 100 well-nourished children, a majority of them males in the age group 3 - 3.3 years.
Agriculture was the main occupation of these middle-sized families with annual income ranging between Rs. 15,000 to 25,000. Of the 10 Anganwadi Workers included in the sample, a majority of them were young belonging nuclear families. They were educated till the middle standard and had 2.3 years experience of working as Anganwadi Workers. Cognitive abilities of the children were measured by administering a test developed by Bishnoi (1983) and the knowledge and skills of Anganwadi Workers were assessed using close ended inventories before and after introducing the interventions.

The dependent variables in the case of children were their cognitive abilities and in the case of Anganwadi Workers their knowledge and skills for providing cognitive experiences. On the other hand the independent variables for the children were their socio-economic status and nutritional status and for Anganwadi Workers their socio-economic status and attitude and interest towards pre-school education. The study shows a significant difference was observed in knowledge and skills of Anganwadi Workers and cognitive abilities of pre-school children before and after the interventions. The independent variables of pre-school children were significantly associated with post-intervention cognitive abilities. Similarly, personal and psychological variables of Anganwadi Workers had an effect on their post-intervention knowledge and skills. Anganwadi Workers had a favourable attitude towards pre-school education and were interested in preparing play material for children.

S. C. Hunshal (1979) made a comparative study on Cognitive and Social Development of Urban and Rural Pre-school Children with a view to assess the
cognitive and social development of urban and rural pre-school children; and identify the environmental factors influencing them. The study was conducted in seven Anganwadis of both urban and rural areas of ICDS block Dharwad, Karnataka. The sample for the study was drawn from these Anganwadis by multistage sampling procedure. Ten children were selected randomly from each village thus adding up to a total of 70 children. In the urban areas, 45 out of 400 children were selected from three local schools. The total sample comprised 115 children in the age group 3 – 6 years. Information on the socio-economic status of the family of the selected children was collected by interviewing the parents. An observation schedule was prepared to assess the social development of the children. The data regarding cognitive development was collected by administering a test developed by the investigator. The test assessed verbal ability, pictorial identification, recognition, conceptual ability, performance ability, numerical ability and memory power. The study shows a positive relationship between cognitive and social development of children. Social and cognitive development of the urban children was found to be better than that of the rural children. Cognitive and social developments were related to variables like educational and occupational level of the parents, size of the family and family income. A majority of the parents in the rural area were illiterate and did not have adequate knowledge regarding the upbringing of children. Also, because of pressing socio-economic necessities, no time or resources were left to attend to the needs of the children.

Abrol, U., Anuradha, B. K., Oberoi, V., Kumar, S. (1985) undertakes an study find out the type and nature of behavioural problems among children
attending Anganwadis; assess the extent of understanding, perception and the ability of Anganwadi Workers to identify the problem children; and identify the areas for further training of Anganwadi Workers and parents of the problem children. The study was conducted in two rural ICDS blocks near Lucknow and in two urban ICDS blocks in Bangalore and Delhi. A two-stage sampling procedure was followed. In the first stage 60 Anganwadis were selected by purposive sampling from me blocks. Sixty Anganwadi Workers of these Anganwadis comprised the sample. Anganwadi Workers were above 25 years of age, had worked for at least two years in the same Anganwadi and had already undergone job orientation training. In the second stage of sampling, Anganwadi Workers were interviewed. They identified 185 children in the age group 3 – 6 years having symptoms of behaviour problems with the help of an interview schedule. The parents (185) of these children constituted the sample. They were interviewed to find out their views regarding the problems of children and whether they agreed with the diagnosis of Anganwadi Workers. An observation schedule was also used by the researcher to identify and confirm the diagnosis or Anganwadi Workers.

About 50 per cent children belonged to Scheduled Castes and a majority of them to low socio-economic class. Eighty six per cent mothers and 73 per cent fathers were illiterate and a majority of the mothers were housewives. Only 61.6 per cent children had small families comprising 3-5 members; 43 per cent had 1 – 2 siblings and merest more than three siblings. Five children among the group were the only child in their respective families. The researcher reported that one hundred and eighty five children were identified
as having some behaviour problem or the other, of which 99 belonged to the rural Anganwadis and 86 to the urban. On an average three children per Anganwadi exhibited symptoms of behaviour problems and about 28 of multiple problems. Of all the children having behavioural problems, 54 per cent were female and 46 per cent male.

The major problems identified by Anganwadi Workers were speech (18%), followed by slow learning/mental retardation (17%), shyness/withdrawal (17%), aggressiveness (10%), hyperactivity (8%), hearing (6.4%), temper tantrums (8%), bed wetting (3.7%), thumb sucking (3.2%), physical problems (6.2%), visual (1.1%) and poor motor coordination (1.4%). Thirteen per cent parents in the rural areas and 47 per cent in the urban said that the major problems of their children were related to speech, followed by mental alertness, movement and hearing. About one-fourth parents said that they found these children difficult to handle because of their temper tantrums and demanding nature. Thirty six per cent parents in the rural areas and 52 per cent in the urban agreed that the behaviour of their children was somewhat different as compared to other children of the same age. Fifty per cent parents did not agree with the observations made by Anganwadi Workers. This disagreement was more in the rural areas (54%) than in the urban (20%). Eighty four per cent parents in the rural areas and 58 per cent in the urban felt that physical growth of their children was normal. The reasons given for growth not being normal were frequent illness, under-weight, epilepsy, disabilities and mental retardation. About 53 per cent Anganwadi Workers specified the methods employed by them to manage the problem children.
These were giving individual attention, providing positive incentives, explanations to queries, encouraging children for interaction, etc. A majority of Anganwadi Workers felt that their job training proved useful in handling the problem children. However, they could be made more effective in identifying these children if their training curriculum incorporated various methods of managing the problem children. Parents should be educated so that they could identify the signs of deviation in their children and find out the causes and methods of tackling the problem children at home.

Abrol, U., Kaul, M. (1984) carried out a research to find out the impact of cultural factors on the child rearing practices prescribed in ICDS package; study the areas of conflict between child rearing practices of ICDS package and that of local tribal people; and study the role of ICDS functionaries in handling cultural factors and suggest suitable modifications in ICDS programme for the tribal areas. The study was conducted in three tribal ICDS blocks, namely, Tokapal, Kuakonda and Pharasgaon in district Bastar, Madhya Pradesh. ICDS scheme was launched in these areas during 1975-76, 1979-80 and 1980-81 respectively. The three blocks had 257 anganwadis catering to a population of 1,63,895.

A sample of 28 Anganwadis was selected randomly from each block. From each Anganwadi, 5 per cent of the beneficiary parents and community leaders were selected, thus forming a total sample of 28 Anganwadi Workers, 98 parents and 47 community leaders. Child Development Project Officers (3), Medical Officers (3), Block Development Officers (3) and ANMs (3) of the
selected projects were also included in the sample. Anganwadi Workers were asked about their perception of ICDS programme, delivery of services and difficulties faced in providing them child care practices prevalent in the area; general conditions of Anganwadi Centers and the surrounding environment and people's attitude towards Integrated Child Development Services. The parents were interviewed to find out the customary practices related to childbirth, child nutrition and child health and their perception of Integrated Child Development Service programme. The community leaders were interviewed to know the community perception, attitude and their participation in-the programme.

Data for the study was collected mainly through semi-structured interview schedules devised separately for Anganwadi Workers, parents and community leaders. Open-ended interview schedules were used for Child Development Project Officers and Medical Officers to get information on tribal culture, beliefs, superstitions and traditional practices and problems faced in mobilizing the community. Baseline information about the project was collected from Child Development Project Officers, BDOs and PHCs. The study shows that Cultural factors exercised a strong influence on the care of expectant mothers and children. Due to superstitious beliefs pregnancy was kept a secret and hence Anganwadi Workers found it difficult to register expectant mothers. Any illness or complication during pregnancy was attributed to the unhappiness of gods. Seventy five per cent expectant mothers did not go for prenatal check-up and only 34 per cent were immunized against tetanus. The expectant mothers were scared of getting
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themselves immunized because they felt that this would displease their gods and harm the unborn child. However, immunization of children was comparatively accepted by a larger number. Only 42 per cent expectant mothers were aware of the distribution of iron and folic acid tablets but none could tell the benefits of the same.

Phukan, M., Barush, J., Bora, S. (1985) conducted a study on 'Child Rearing Practices in Rural Families at Two Income Levels' with a view to assess and compare the existing child rearing practices prevalent among higher and lower income groups in an ICDS area. The study was conducted in Integrated Child Development Service block Dhakargara, district Jorhat, Assam. For the study, 100 mothers having 2 - 4 years old children of either sex were randomly selected from higher and lower income groups. Data regarding child rearing practices was collected by questionnaire-cum-interview method. The researcher has observed that the mothers had relatively modern views regarding child rearing practices. They emphasized the importance of weaning, toilet training at an early age and the role of parents in inculcating disciplinary habits among children. Fifty per cent mothers of both the groups introduced supplementary feeding at the age of six months, the major reason of weaning being insufficient breast milk and also the need to wean the baby. Weaning usually started with cereals in semi-solid form followed by fruits, vegetables and pulses. Parents in the lower income group followed demand-feeding whereas those in the higher income group opted for schedule-feeding.

Over 50 per cent women in high income group were conscious of food
hygiene. In comparison, a smaller number in the low income group followed hygiene. In comparison, a smaller number in the low income group followed hygienic practices. Toilet training was started after one year of birth in 66 and 75 per cent of families in the low and high income groups respectively. Most of the parents in the high income group reminded their children to go to toilet before sleeping but in the low income group this was rarely done. Nearly 50 per cent of the respondents stated that their husbands shared the responsibility of child care and it was more so among the high income group. About 57 per cent respondents in the high income group consulted the doctors and other elder members of the family in case of their child's illness. A few of them also gave medicines on their own. However, this was not prevalent among the families of the low income group. Only 25 per cent mothers in the high income group realized the importance of keeping first-aid kit in their homes whereas this was not considered useful among the families of the low income group. All the mothers followed the immunization schedule according to the doctors' advice as only a few of them had some knowledge about it.

Montessori (1964), early in this century worked with slum children of Rome in their preschool years. She replaced Froebel's material with her own which were larger. The child in her preschool was left to pursue his own interest and free to solve problems without interference. In this way she was able to aid his personality development and foster a sense of competence. Montessori was responsible for the design for sensory training and utilization of synthetic intellectual functions.

McMillan (1991) in the United States influenced the American Nursery and
preschool system, on the basis of her school pattern in England meant for
slum children. Her concept of a Nursery school or preschool was to make up
for poverty, apathy and neglect for cognitive stimulation and work. Over the
years preschool education has received considerable attention from both
government and voluntary organisations. However, it needs to be stressed
that in spite of the recommendations made by the several committees,
prechool education facilities even at the moment cover only about 5 per cent
of the total population in the age group of 3 to 6 years. There is a growing
awareness of the crucial significance of the preschool years for the optimum
development of the child not only in India but the world over. During the
sixties and seventies a large number of research studies and intervention
programmes were initiated to study and help the preschool child. No
conclusive evidence is as yet available; yet the direction of results indicates
the significance of the early years.

Hunt (1961) for example, in early sixties came out with the provocative work
on "Intelligence and Experience" which, on the basis of both human and
animal studies, showed that the development of intelligence was based on the
interactions between genetic potential and the quality of environment. This
was soon backed by Bloom (1964) when he stated that the rate of
development, particularly intellectual development, was most rapid in the early
years of life and that environmental enrichment or deprivation makes its
maximum impact on the organism during the period of its most active growth.
Side by side with their studies came the studies of Bernstein (1961) on
English families, Hess and Shipman's (1965) on American Negroes which
showed distinct differences in child rearing patterns between the different socioeconomic groups. It was seen that at the point of school entrance children from the disadvantaged homes were not quite as well equipped in cognitive, verbal and attention skills as compared to their relatively affluent counterparts, and that thus they started school with a handicap.

Realising the crucial importance of rapid physical and mental growth during early childhood, Government of India have started a number of programmes on early childhood care and education (ECCE). Declaration of a National Policy for Children (1974) shows the commitment of the Government for the development of children. The existing ECCE programmes include:

1. Integrated Child Development Scheme
2. Early Childhood Education
3. Balwadis and day care centres
4. Preprimary schools
5. Maternal and child health services.

The National Policy on Education has given a great deal of importance to ECCE. And the ECCE involves the total development of the child. The age span for ECCE is from conception to about 6 years. It is a complex integral function. Keeping in mind the role of ECCE and human resource development, ECCE facilities are to be extended to all children. The details of the action plan are given in the Programme of Action (1986). There is a dearth of research on cognitive style in preschool children. Cognitive style offers a means of exploring the cognitive diversity of young children is a way
that is not visible with a monolithic IQ index. Further, the general theoretical richness of cognitive style domain exceeds that of the global intelligence. Therefore, the introduction of organismic variables such as, age, sex, social classes are quite compatible as regards research on cognitive style.

The concepts of cognitive styles are many and varied. Messick (1970) defined nine cognitive styles. And this list can be expanded by adding other dimensions of cognitive functioning that are stylistic in nature. Among the various concepts that concept of field-independence, field-dependence has resulted hundreds if not thousands of research since the appearance of the book “Personality through perception” (Witkin, Lewis, Hertzman, McCaover, Meissner, and Wapner, 1954). At the other end, there are certain loose studies on other concepts of cognitive styles, tolerance for unrealistic experiences. Three concepts of cognitive style are more common in the literatures. Field-dependence and field-independence, reflection and impulsivity (Kagan, Moss & Sigel, 1963), leveling and sharpening (Gardner, Jackson, & Messick, 1959).

The book ‘Integrated Child Development Services’ (ICDS) published by the Department of Women and Child Development here discussion the improvement of the nutritional and health status of children in the age group 0-6 years foundation of proper psychological, physical and social development of the child, reduce the incidence of mortality, morbidity, malnutrition and school dropout, effective co-ordination of policy and implementation among various Departments to promote child Development
and enhance the capability of the mother to look after the normal health and nutritional needs of the child through proper health and nutrition education.

Integrated Child Development Services - An Assessment prepared for UNICEF By Dr. K. J. Krishnamurty and Dr. M.V. Nadkami (1983), explains the review of overall Functioning of the scheme at the village level assess the effectiveness of the delivery of services, determine the effect of services on attitudes general awareness and daily practices in the local community and to assess the benefits against resources invested in the programme.

The book 'Compendium of Reading Materials for Child Development project Officers', printed by NIPCCD here discuss on the topics on Child Development, pre-school education, Immunization, Nutrition, Community contact company participation and organisation and management of this scheme.

In the handbook for Middle level Training centres of ICDS (1983), published by NIPCCD, here discuss on the training tasks, physical facilities, step in organisation of Training programme, academic aspects of training, etc.

'An Analysis of the Situation of Children in India' by UNICEF (1984), here discuss on the economy of the India, demographic trends, health, nutrition, education, environmental sanitation, water supply and urban shelter, disability, destitution and labour, communication, perspective, etc.

A source book on 'Population Education for Trainers of Anganwadi Workers by
NIPCCD (1984), here explains on the population education, concept of education in the context of ICDS scheme, role of Anganwadi Worker as helper, guide and Motivator in the context of population education, family life, family organisation, role of parents and other family member and in Child Development, family size affecting Child growth and development, spacing of birth, consequences of early marriage on fertility, changing role of women in family, etc.

'Report on the Regional Worship on Non-Formal Pre-School Education in ICDS (1985) organised by NIPCCD, here discuss on the main theme on concepts and scope of pre-school education with special reference to ICDS, status of Pre-School education, panel discussions on training of personnel for pre-school education, utilization of the community resources for the services for the young, presentation of finding of the study pre-school education in ICDS, strengthening of pre-school component in ICDS, evolving a model of pre-school education, work kit in pre-school education, exhibition on work kit, formulation of recommendation, etc.

In the ICDS Newsletter ‘Anganbarta’ here explains on the unreached but not unreachable, alarming rise in infant mortality, because in our country, about 11% children die at child birth or before their first birthdays. And the irony is that most of these infant deaths can be prevented by the parents themselves. If they realise that child care must start from the moment of conception. A child needs utmost care while it is developing inside the mother's womb.

NIPCCD Newsletter (Jan-Mar 1995) here studied on the emerging
perspectives on professional social work education and mother care and child development, laws relating to welfare of children, convention on the right of the child, mobilization of community resources for child care and development, qualitative methods in social science research, community awareness through street play management of child development programmes, development programmes for women and children, efforts to improve a women's life, etc.

NIPCCD Newsletter (April, 1997), here discuss on the topic on 'Does ICDS Reach Urban Poor Children' by Dr. Adarsh Sharma, learning from children what to teach children, population control - A People Centred Approach, Status of Women in India by Dr. S.C. Joshi, monitoring of legislation on Breast-feeding etc.

In the NIPCCD Newsletter (Mar-Sept. 1993) here discuss on the some topics on National Symposium in breast-feeding, women promotion and protection of breast-feeding in India.

A Report of the workshop on implementation work and breast-feeding and of ICDS programme in urban areas here discuss on the existing status of urban ICDS projects and focus on co-ordination of inputs for delivery of different services envisaged in ICDS, here discuss on identified gaps in these services and evolved strategies for planning, organising and administrating urban ICDS project. The workshop also reviewed the implementation of the recommendations of the New Delhi workshop.
Manual on Integrated Child Development Services and Functional Literacy for Adult women schemes NIPCCD, here explain on the population growth of India, child population, child mortality, comparative study of Infant mortality rate, status of child health and nutrition and community participation in this scheme.

In Sept. 1990, an Assamese daily Natun Dainik, a language daily in Assam published a paper written by Dr. L. K. Goswami on pre-school education and parents. On the other hand, Kalyani Roy write on role of pre-school teacher as an agent of change in NISHTA; a brochure of Manab Bharati education society in 1991.

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development of institutionalized children. Sussan Issacs (1953) provided some suitable play experiences and studied the personal relationship of young children at certain age levels, Inhelder and Piaget (1964) investigated into the stages of cognitive development of young children in terms of their genesis and structures. Barbel Inhelder (1932) of the University of Geneva has been an active collaborator of Jean Piaget. They have divided cognitive development into three major stages: sensory-motor operators (first 18 months); concrete thinking operations (18 months to 11 or 12 years); and stage of formal thinking operations (from 11 or 12 to 14 or 15 years). The studies of Piaget and his co-workers have emphasized the importance of the child's activity and experience in the early years.

Bernstein (1971), Luria (1961) and Touogn (1977) have reported studies in psycholinguistic and sociolinguistic areas aiming at identifying the function of language as an instrument for developing intelligence and personality of children. A number of projects were supported in U.K. by the Schools Council, dealing mostly with curriculum development at the early stages of education. For example, Geoffrey and Julia Mathews completed a project to study relevant experiences in nursery schools which might help in mathematical development of pre-school children. Halsey (1968) tried to find out the most effective ways of improving the pre-school education of children. Ken Jones of Redland College, Bristol, worked on the Peabody Pre-reading research project.

There are studies which were started as compensatory educational programmes, both in the U.K. and U.S.A. For example, the University
College, Swansea (U K.) conducted a project in comparative education which covered longitudinal developmental studies and prepared suitable materials for language development of deprived children. The Perry Pre-school Project (1962) was an experiment to assess the longitudinal effects of a 2-year pre-school programme designed to compensate for functional mental retardation.

Inhelder and Piaget's (1964) studies on children's developing intelligence and imagination in play, dream and imitation, and the early development of concepts at the pre-operational stage have further emphasized the importance of the quality of child's activity and experience in the early years.

Bernstein's (1971) studies in the psycho-linguistic and socio-linguistic fields have identified more positively than in the past the function of language as an instrument for developing intelligence and personality. The socio-linguistics have emphasized the importance of "restricted code" user. Psycho-linguistics studying the child's acquisition of linguistic skills have emphasized child's need for language experience in interaction with adults in order to generate his own creative powers in the linguistic field. Both fields of study, that is, psycho-linguistics and socio-linguistics, emphasize the importance of interaction with the adult who should encourage child's desire to express himself and communicate his ideas.

Luria's (1961) study of the 5-year old twins, who had retarded language and social development, shows the import of linguistic skills in relation to personality development.
The present study was undertaken in the urban slums of Bangalore to understand community based pre-school centres being implemented by MAYA. The study was based on information collected from various records and reports, through the interviews of the functionaries and NGO officials. The information was collected on the following broad guidelines — information about MAYA, need based survey for setting checkup supplementary nutrition services, cluster resources centre, satisfaction of the community, assessment of community participation, administrative, management of pre-school and financial norms. Sixty eight pre-school centres run by MAYA constituted the universe of the study. Study of these centres was undertaken. It was found that there were 68 teachers in the age group of 16 – 22 years. More than half of the teachers have completed their SSLC (55%). Nearly 9% of teachers had studied upto high schools and 18% of teachers had studied upto 7th standard. All teachers were local women and members of the cooperatives. The broad theoretical framework of Jean Piaget and theory of multiple intelligence propounded by Harvard Gardener was used to develop curriculum for preschool. Daily activities in the centre began with free play, followed by prayer, songs, nature talk, story, 3R session. Free play, songs, nature talk and creative activities were some of the activities organized for the children. Cluster Resource Centre (CRC) was setup to cater to a group of pre-school centres of that area. CRC has lot of play equipments and has lot of open space for children to play. Some of the important recommendations were as follows. Teachers should be given more training on Early Childhood Care and Education as they need to get sensitized towards the child care, daily activities...
should stress on utilization of the space available in the vicinity of these pre-
school, convergence of services is required to avoid duplication and confusion.

Rubin, Kenneth H. et. al. (2003), predicting pre-schoolers’ externalizing
behaviors from toddler temperament, conflict and maternal negatively. In the
present study, it was examined whether observed toddler initiations of conflict
and aggression, toddlers ability to regulate emotions and inhibit undesired
behaviour, and the extent to which toddler’s mother interact with them in a
negative fashion independently or jointly predict aggressive and conduct
behaviour problems of preschool age. Toddlers (N = 104; 52 girls) were
observed interacting with a same sex peer and their mothers. Indices of
conflict - aggression, emotion and behaviour dysregulation, parenting and
child externalizing problems were obtained. Results indicated that boys
initiated more conflictual aggressive interaction as toddlers and had more
externalizing difficulties 2 year later. The girls conflict - aggressive initiations
at age 2 were related to subsequent externalizing problems. When such
initiations were controlled for emotional - behavioral under control at age 2
also independently predicted externalizing problems at age 4. Moreover, the
relation between conflict aggressive initiation at age 2 and externalizing
problem at age 4 was strongest for dysregulated toddlers. Finally, the relation
between age 2 conflict - aggressive initiations and age 4 externalizing
problems was strongest for those toddlers who incurred high levels of
maternal negativity.

Vasudevan, Sulochana. (1998) conducted National evaluation of the scheme
of early childhood care and education. The present evaluative study was undertaken to review the scheme of ECCE to enable the government to take a policy on the merits of continuation of the scheme during the 9th five year plan. The universe selected for the study was 3961. Out of this, 386 centres were selected for the survey which constituted 9.7 per cent of the universe. For the purpose of assessing school adjustment and school readiness of children, 38 schools were selected out of 386 centres which constitute 10 percent of the total sample. A cluster sampling technique was used to select ECCE centres. It was revealed that perceptions of mother/guardian of children about the usefulness of ECCE mainly centered around learning and personal cleanliness (27.08%), learning to read and write 31.80%) and preparing the children for primary school (25.46%). Hence there was an overall positive perception about ECCE and its benefits among the mothers/guardians. It was further found that 52 percent workers had no formal training, while the others were oriented at the time of monthly meeting/visits of supervisors ECCE centers. It was recommended that concerted effort to augment community participation and their contribution in the program should be taken. It was further mentioned that special skill training needs to be given to the workers on preparation of teaching aids from low cost / no cost indigenous material.

Burchmal, Margaret R, et al. (2000) conducted a study relating quality of centre-based child care to early cognitive and language development. The study examined the relationship between center-based child care and early cognitive and language development. Eighty-nine African American infants
attending community based child-care centers participated in this follow-up study. Their cognitive and language developments were measured by trained professionals at 12, 18, 24, and 36 months of age using standardized measures. The children's classrooms and family environment was observed. Results indicated that higher quality child care was related to higher levels of cognitive development, language development and communication skills. Findings suggest that researchers and policy makers should strive to improve the quality of child care to enhance early development of children.

Abrol, Usha, et al. (2001) reported a cross sectional study of psycho-social development of children. The objectives of the study were to establish norms of development in major areas of behaviour viz. cognition, social-emotional and motor in the age groups 2-6 years and to examine differentials in development of children in relation to sex, socio-economic status and rural urban background. 803 children from rural and urban areas of Rohtak comprised the study. The family profile of the children covered caste, type, size, number of children, educational status of parents, occupation of parents and monthly income of the family. Data revealed that 90% of the 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 development were found to be closely inter-linked and inter-dependent. Children going to private fee paying nursery schools were found to be advanced in many abilities especially cognitive ability, compared to those with no pre-school exposure, or those with experience of government run nurseries or Anganwadis. Most of
the children were found to be quite slow in counting, audio-visual integration, handling of a writing tool, etc. Children with mothers who had a little higher education (class 10+) were developmentally ahead of those whose mothers had little or no education. Significant differences were observed between children having normal nutritional status and those in grade I & II malnutrition. Malnutrition affects development in an indirect way so far as cognitive abilities are concerned. 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 Indian children for walking, running on a straight line, hopping on one foot, ascending and descending stairs, holding writing tools, colouring within a boundary, bladder control, bathing, dressing, awareness about identity, age, family and community, number concept, etc.

Aruna, M., Vajir Shahnaz & Vidyasagar, P. (2001) conducted a study on child rearing and positive deviance in the development of preschoolers. The study was conducted in Andhra Pradesh to identify specific maternal child rearing behaviours, parental attributes and socio-economic status of the family, and analyse their association with positive deviance in the developmental status of preschool children between 1-5 years of age. The study covered 260 children and their mothers. Results indicated significant association between maternal behaviour and psycho-social development of preschoolers. Children, whose mothers were responsive to their needs, were consistent in their interaction with them and were also emotionally stable, were identified as “positive
deviants" with regard to their development. Factors like paternal literacy and nuclear family were also associated significantly with positive deviance in development. Significant association was also confirmed between nutrition and development. Provision of food / milk to children on demand, disciplining and training children without resort to physical abuse but meaningful dialogue, and bringing up children in an environment free of gender discrimination is associated with positive deviance in child development.

The feedback on quality of Pre School Education component of Integrated Child Development Services has not been very positive. It presents a grim scenario of children in large numbers flocking at Anganwadis to collect supplementary food. The set up at Anganwadis is dull and drab, devoid of play material and other learning equipment (NIPCCD, 1987). Anganwadis Workers also possess limited skills in implementing Pre School Education component. It is observed that Anganwadis are not organising any creative activities. These are geared towards rote learning, and are monotonous and repetitive in nature (Khosla, 1985; Sharma, 1987). Supervisors also do not provide the required guidance and support to Anganwadis Workers. During the last few years, several efforts have been made to strengthen this component through training of Helpers in Pre School Education, revision of syllabi of functionaries, preparation of manuals and guide books, etc. The revised MPR has introduced relevant indicators to monitor quality of Pre School Education activities and use of appropriate play and learning material at Anganwadis to facilitate cognitive development of children.
REVIEW OF RELATED LITERATURE

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The similar type of studies with regard to pre-school education and of its beneficiaries have been conducted by R. K. Paranjpe, N. M. Paranjpe (1983 - 85), R. Khasla, M. Kataria (1984 - 86), S. Chaturvedi, B.C. Srivastava, M

Madiyani, J.P. (1989) conducted a study on the development of pre-primary education in Gujarat during post-Independence period. The study attempts to trace the development of pre-primary education in Gujarat during the post-Independence period from the historical perspective with the following objectives - (i) to know the quantitative and qualitative development of pre-primary education in Gujarat State during the post-Independence era. (ii) to know the beginning and the development of pre-primary education in India. (iii) to know the beginning and the development of pre-primary education in Gujarat, (iv) to understand the philosophical, social and psychological bases of pre-primary education, (v) to get information regarding the changes that have taken place in the pre-primary educational curriculum during the post-Independence era. (vi) to know the changes that have taken place in the methodology of pre-primary education; (vii) to get acquainted with the creation of literature for children in Gujarat during the post-Independence era, (viii) to be familiar with the contribution made by educators who contributed in the field of pre-primary education, (ix) to know the quantitative development of pre-primary educational institutions in the State of Gujarat during the post-Independence era, (x) to know the management style adopted in pre-primary education in Gujarat State during the post-Independence era, (xi) to collect information regarding the setup of pre-primary teachers in Gujarat during the post-Independence era, and (xii) to become familiar with the problems of pre-primary education.
The study covered all the pre-primary schools of the area. Government documents, reports and the administrative annual reports of the government as well as of the institutions, and census reports were the primary sources of data. An open-ended questionnaire for experts was also used. The revealed the following - (1) The present set-up of preprimary education was not satisfactory. (2) The main economic burden was on parents though some help was given by the government. (3) Very few ideal pre-primary schools were found. (4) Instead of calling pre-primary schools by various names such as Balmandir, Balwadi, Anganwadi or Montessori or Kindergarten or Nursery school. It should be appropriate to call them schools. (5) The number of trained teachers at this level should be increased. (6) A need for improvement in the curriculum of pre-primary education was felt. (7) The aims and objectives of pre-primary education should be re-cast in the light of the changes that have taken place in the society. (8) There was no change in the curriculum of pre-primary education after Independence. (9) There was an increase in awareness of parents, literature of children, number of children's playgrounds, number of TV and radio programme for children. (10) No grant was given by the government, so, the management of such pre-primary schools was done with a profit motive. (11) No uniformity was seen in the curriculum of pre-primary schools. (12) No scientific approach was found in the construction of the curriculum. (13) Many varieties were seen in the curriculum. (14) Very few new experiments were done at this level. (15) Student-teacher relationship were very formal. (16) Teachers made children pass the time according to their wish. (17) Level of quality and quantity of
pre-primary education in Gujarat was average. (18) The problems of this level were: (a) the salary of pre-primary teachers was very low; (b) teachers' training set up was not satisfactory; (c) there was not clarity about the government's role/responsibility, (19) The amount of money spent on pre-primary education was very little. The total expense of pre-primary education was very little. The total expenses of pre-primary education were met from the funds of (a) the government, (b) the district panchayat or municipality, (c) fees, and (d) other sources. (20) Eleven lakh rupees were spent on pre-primary education in 1960-61 in Gujarat, which increased to 70 lakh in 1975-76. The amount became almost seven times more within fifteen years. (21) The social Welfare Department also runs Balwadis for SC, ST and such other castes. (22) There were 358 schools in 1961; the number increased from 25,000 to 95,000 during that time-span. The number of teachers in 1960-61 was 704, which increased to 2,238. In 1983-84, the number of pre-primary schools increased to 1,904 and that of pupils increased to 1,08,286. Thus, the increase in the number of schools was six times more; in the number of pupils and the number of teachers it was four times.

Mishra, D. (1990) conducted a study of the problems of pre-school education in the city of Cuttack. The study attempts to enumerate the problems of pre-school education in Cuttack City and to suggest certain remedies with the following objectives - (i) to conduct a survey of the problems of pre-primary education in Cuttack, (ii) to analyse the scheme of pre-school education followed in different pre-school establishments with reference to aims, objectives and curriculum, (iii) to identify the various problems of pre-school
education (academic, economic, management and control, administration and supervision), and problems of pre-school teachers, and (iv) to suggest some remedial measures to develop the programme of pre-school children. The sample consisted of 42 pre-schools in the city of Cuttack. All the teachers of the 42 pre-schools participated in the study. The relevant data were collected using a questionnaire. The study came out with the following major findings -

1. The majority of the schools in the city of Cuttack adopted the Montessori method.
2. Infant schools were highly accepted as the category of the pre-school system in the city of Cuttack.
3. Generally, the schools admitted children from the age-group 5 to 6.
4. It was found that all the schools opted for five hours in the day as a suitable time for pre-schools, stories to the children.
5. In all the schools, stories with morals were taught. Some schools taught stories regarding the life of great men. Only a few schools used fantasy stories and fairy tales.
6. All teachers encouraged the children to tell stories.
7. The classrooms of the school were not sufficient for all the children.
8. There were insufficient learning materials and aids.
9. Due to lack of knowledge in regard to the development of the pre-school child, all the activities stated were not encouraged.
10. Regarding the reasons for failure of pre-school education, half the percentage of teachers said that there was a negative attitude at the administrative level.
11. All schools opted for Oriya as the medium of instruction.
12. The teacher-student relations in almost all the schools were encouraging.
13. Various media like TV, radio, tape-recorder, etc. were not used by schools.
14. All the schools adopted examinations, written and verbal, as the technique of evaluation in their pre-school centres.
(16) Only a few schools had parent-teacher meetings two or three times a year but the majority of schools had a parent-teacher meeting at least once a year. Twelve per cent of the schools did not have any parent-teacher meeting. (17) All teachers were trained to teach in the pre-school. (18) Cuttack Municipality was the controlling authority of the majority of the schools; the other schools were controlled by D.I. Officers. (19) The supervisors who supervised the school were experienced and asked questions from the students.

Mistry, Veeena; Kaul, Sunita; and Dhar, Hansa. (1990) conducted an in-depth study of non-formal pre-school education component in the Baroda urban ICDS block with the following objectives - (i) To compare the development of children from the highest ranking and the lowest ranking Anganwadis, (ii) to compare the performance of children, exposed and not exposed to the ICDS pre-school programme. In primary grades, and (iii) to compare the awareness of parents of children in the highest ranking Anganwadis and the lowest-ranking Anganwadis. The sample of the study consisted of 60 Anganwadi children and their mothers, 95 children from primary grades with ICDS exposure and 20 children from primary grades with no ICDS exposure. The tools used included Developmental Assessment Check-list, Invigilator's Observation Pro-forma, Interview Schedule, Home Inventory Scale, School Adjustment Scale, Grades Word Test, Reading Readiness Test and Teacher's Rating Scale. The statistical techniques used were ANOVA, chi-square and percentage equivalent. The study revealed that the - (1) Children exposed to ICDS performed better in all the four areas,
REVIEW OF RELATED LITERATURE

namely, gross motor, conceptual, personal-social and fine motor skills. In comparison to children who were not exposed to ICDS. (2) Children of the highest-ranking Anganwadis and the lowest-ranking Anganwadis did not show much difference. (3) Children of Grades I and II exposed to the highest ranking Anganwadis performed better on Reading Readiness and Graded Word Test. However, the performance in Grade III declined significantly.

Mohite, Prerana (1990) made trend report on Review of researches in early childhood care and education with the following objectives (i) to compile an annotated bibliography for the purpose of disseminating information on research as well as theoretical papers in the field of early childhood care and education, (ii) to review the material of the researches collected, based on this bibliography, and (iii) to trace the research trends and identity gap-areas in the subject. The sample of the study consisted of 186 references which included doctoral dissertations, articles from journals and theoretical papers on the subject. The major tool used for collecting the data was an annotated bibliography compiled for this purpose. The study came out with the followings - (1) Education of exceptional children, training of personnel, assessment of children and parent-community involvement were some of the crucial areas where the studies conducted were so few that they failed to make any contribution to increasing understanding of the theory underlying the various practices in early childhood education (ECE) in India. (2) The important areas which were totally neglected were those of play and curriculum development. (3) Two other areas in which research was lacking
were class-room management and teacher characteristics and teaching styles. The findings of studies investigating questions in these areas will have implications for planning the curriculum for the teacher training programme. (4) Methodologically too, the studies were unsatisfactory. (5) There was a chronic shortage of longitudinal studies in ECE. Follow-up studies were also lacking. (6) A fruitful exercise would be that of interdisciplinary research combining expertise and efforts from different fields to provide a clearer picture of development during the early childhood years, in the context of education. (7) There was an absolute lack of, and inefficiency in dissemination of research findings. The research taken up was generally unrelated to the problems of development and nation-building and continued to deal with subjects which may be of academic relevance but not necessarily of enough value for policy planners.

National Institute of Public Cooperation and Child Development Regional Centre (1991) made an appraisal of ICDS in Bihar and Madhya Pradesh with the following objective to study the implementation and performance of the ICDS programme in the states of Bihar and Madhya Pradesh. The study was based on the data collected in as many as 13 and 16 districts, respectively, in the states of Bihar and Madhya Pradesh. In these districts all the existing projects were studied with the help of secondary data. Primary data were collected from one ICDS project in each of the districts. Field visits were also undertaken to some of the Anganwadi centres located each of the selected ICDS projects. The selection of the centres was made randomly. The major consideration underlying the selection of projects and Anganwadi centres was
their location and their representative character.

As the study pertained to the functioning of the Integrated Child Development Service in selected districts of Bihar and Madhya Pradesh, the district-wise aggregates were calculated as the basis for unit analysis and presented categorically with the help of a computer. An attempt was made to analyse quantitatively the levels of performance in terms of selected indicators. Having examined the functional relationship through bivariate analysis, a Composite Index (CI) of different indicators was worked out for each of the districts to provide an idea about the overall performance of individual districts of the two states under study. The study showed that (1) The Anganwadi centres were housed in rooms which were too small for the purpose of running centres, even on a minimum-efficiency scale. (2) The availability of local Anganwadi workers even on a minimum efficiency scale. (3) The availability of educational background was still a serious problem, both from the point of view of appointment as well as their performance. (4) A large number of posts were vacant at different levels; the training of different personnel was inadequate. (5) Since the morphology of the tribal villages was different from that of the rural / urban areas, merely reduction of the number of the target population was not sufficient. (6) The perception and attitudes of the ‘providers’, in general, were favourable towards the programme. However, the health functionaries were not familiar with all the aspects of the programme, and hence were not clear about their role in the scheme. Nevertheless, they gainfully utilized the Integrated Child Development Services infrastructure to augment their departmental target-oriented activities.
like the family planning and immunization programme. (7) On the whole, the programme succeeded in providing health, nutrition and educational services at the grassroots level. However, operational constraints and lack of effective coordination between health and programme functionaries and differing perceptions among consumers and providers were some of the weaknesses in the programme. The envisaged convergence of the programmes of providing safe drinking water, improved environment and communication facilities to the Integrated Child Development Service blocks were not much in evidence. (8) Considering the work-load, the educational background and the honorary nature of work of the Angangwadi worker. It was essential to limit the number of records and registers, if maintained properly, could serve the purpose: (a) a survey register; (b) the enrolment / attendance / SN-distribution registers grouped into one; (c) immunization, vitamin and folic acid records; (d) growth charts, including birth weights, and (e) food and drug stock register.

Seth, Kanta and Ahuja, Kavita (1992) conducted a study on minimum specifications for pre-schools with the following objectives to specify the essential and desirable prerequisites for a quality pre-school programme keeping in mind the contextual realities of our country. The document emerged through a series of workshops organized to meet the purpose. The minimum specifications laid down related to the following aspects of the pre-school programme: (a) physical facilities; (b) equipment and materials; (c) safety precautions; (d) the pre-school staff; (e) age for admission; (f) admission procedure; (g) pre-school programme; and (h) records and
registers. The study came out with the following: (1) Location should be within half to 1 km. radius of the locality. (2) A minimum of 15 x 20/30 sq. m. of play space be provided for each group. (3) A minimum indoor space of 5m x 7m (35 sq. m.) be provided for each group of 30 children. (4) The facility of pure drinking water be provided. (5) Storage space for storing material like paper, crayons, teaching aids, etc. to be provided. (6) Commercially available or improvised equipment for providing experiences like climbing, jumping, balancing, cycling, etc. to be made available. (7) Play-material for manipulative play, for example, from boards, tiles, beads, wire, pebbles, clay, to be provided. (8) First-aid kit to be provided. (9) The teacher should have passed at least Class X, with two training in early childhood education. (10) The admission procedure should not involve any evaluation of children. (11) The pre-school programme should include components of health and nutrition. (12) It is necessary to maintain records of children's growth and development.

Sharma, Adarsh (1990) conducted a study on status of social components of Integrated Child Development Services in the Haryana rural projects Bhiwani and Adampur with the following objectives (i) to establish the feasibility of monitoring system for Integrated Child Development Services, (ii) to identify gaps in the monitoring system, and (iii) to build the capabilities of technical institutions to participate in the monitoring of the social components of Integrated Child Development Service. The study come out with the following (1) Involving supervisors and community representatives in monitoring and holding an intervention workshop proved extremely useful in both the blocks.
(2) The inability to draw medical staff to conduct health and nutrition education was a disappointment in Adampur Block. (3) In pre-school education no perceptible change could be seen due to the constraint of the low skills of workers in conducting PSE, and non-availability of materials. (4) There was a need to integrate information, including the social components, at one place to give a holistic picture of the Integrated Child Development Service implementation.

Sood, Neelam (1992) conducted a study on pre-school education in the ICDS: An appraisal with the following objectives: (i) to make a comparative assessment of the development of pre-school children of the Integrated Child Development Services and non-ICDS groups, (ii) to make a comparative assessment of the school performance of the children studying in Class I and II from the Integrated Child Development Services and non-ICDS groups, and (iii) to compare the level of awareness of mothers of the Integrated Child Development Services and non-ICDS groups about the value of pre-school education, health and nutritional needs. The study come out with the following (1) Exposure to Integrated Child Development Services enhanced the overall developmental status of pre-schoolers. (2) Children graduating from Anganwadis performed better than the children in primary schools. (3) Exposure to Integrated Child Development Services raised the level of mothers' awareness about the value of pre-school education and the nutritional needs of their children.

Yasodhara, P. (1991) conducted a study on attitudes of parents and teachers
towards various aspects of pre-school education with the following objectives to study the knowledge and attitudes of parents and teachers (varying levels of education) with regard to (i) the purpose/objectives of pre-school education, (ii) the top-priority groups of children in need of pre-schooling, and (iii) the curriculum and activities of preschool education. The study come out with the following (1) the options of parents and teachers regarding the purpose of pre-school education revealed their overall ignorance of the same and of their actual role in the child's life. (2) Education with regard to compensatory and remedial education for the underprivileged children was essential for parents and teachers. (3) Parents and teachers were found to be more in favour of teaching English than the mother tongue, Oriya. (4) Parents and teachers were found to be unaware of the values of gardening, pet-keeping, playing with mud and clay modeling.

3.3 Implications Drawn from the Previous Literature for the Present Study

The review made in the present chapter has a great bearing in the present study. The study conducted on the Pre-School Education managed by the Integrated Child Development Service has a direct implication to the present study. None of these studies has been conducted on the Pre-School Education of Assam specially, in the district of Cachar managed by Integrated Child Development Service. The methodology adopted in these studies under review is mostly survey basis. Hence, the survey approach is followed in the present study also. The tools which were developed and utilized in those studies help the present researcher to develop his tools for his studies. The
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studies will also give some hints to the present researcher at time of analysis and interpretation. The studies which have conducted outside Assam specially the other states of India helped the researcher to make a comparative view in the light of finding their studies and of the present study. Thus, it was necessary for the present researcher to make a brief review for developing the methodology in the next chapter.