CHAPTER- II

REVIEW OF RELATED LITERATURE
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2.1 Introduction

This chapter is devoted to the review of the related literature. The term ‘related literature’ implies the literature accumulated as a result of the studies carried out by various authors in a particular field. According to Koul (1984), a research can never be undertaken in isolation of the work already done in a particular field and is always guided by the knowledge accumulated from the past studies. Koul, further says that review of related literature has certain advantages which are the following:-

1. A researcher is acquainted with the information already existing in a particular field and the areas where research is required.

2. Unintentional repetition of a study already done can be avoided.

3. Guidance regarding the tools, samples and procedure adopted by other researchers for a similar problem can be obtained.

4. Review of the related literature reveals the recommendations made by the previous researchers regarding further studies in the field selected for research.

The research taken up involves case study of five preschools. Hence related literature includes studies conducted by Indian
authors and those of other nationalities in this field. For the purpose of such review of related literature the following sources were explored:-

1. Abstracts of researches conducted in the field of preschool education, published in Indian and international journals.


3. Articles on preschool education published in Indian and International journals.


5. Web sites on the internet with information on preschool education.

The research undertaken centered around three focal points—administration, infrastructure and curriculum of the preschools, selected for this study. The issues included under each one of these focal points have already been discussed in the previous chapter under the scope of the study. Basing on such issues, the literature reviewed has been segregated under these three aspects and arranged chronologically before reporting about them. However some of the literature could not be strictly categorised under any particular category as it overlaps either two or all of the three aspects, namely administration, infrastructure and curriculum. Hence such studies
have been reported at the end after arranging them in a chronological manner.

2.2 Review of the literature related to the administration of a preschool

1. Ethin Kawin (1947) conducted a study entitled ‘Records and Reports: Observation, Tests and Measurements’. In this study the author stressed upon the importance of maintaining the necessary records in a proper way in a kindergarten. The author has put forth the following uses of records in a kindergarten.

(i) To help teachers and parents in understanding the child.
(ii) To secure evidence of proper growth and development, discover and meet special needs, assess the personality and behavioural difficulties of the children and provide a basis for cumulative records for the use of specialists and clinics.
(iii) To guide the framing of curriculum and provide inservice education to teachers.
(iv) To provide data for research.

According to the author cumulative record of every child should be maintained and it should focus on the following things:

(i) Summary of significant events in the school life of a child.
(ii) Scientifically collected data about the child’s present developments.
(iii) Records of the child’s social behaviour with his peers.
Apart from such information, the cumulative report of the child should also bear the name, date, place and order of birth, address and the relevant details about his parents, record of previous schooling of the child and reports of his physical examination, results of tests on different aspects of the curriculum, teacher’s remarks on the child’s progress and her reports to the parents.

2. **McConkie, Gwen and Hughes, H. Marie** (1956) conducted a study entitled, “Quality of classroom living related to the size of the kindergarten group.” The authors studied two groups of children in a preschool. One group had 37 children while the other group consisted of 26 children. Both the groups of children attended the school for a half day schedule, occupied the same room (space) and were taught by the same teacher. The authors observed that the larger group of children had lesser opportunity to work on problems, and received lesser individual attention and guidance from the teacher. More aggressive behaviour was also observed in this group. The tempo of this group revealed greater excitement, more noise and an atmosphere less conducive for educational activities. 20% of the members of this group initiated no personal contact with the teacher. In contrast to this the children of the smaller group utilised space and material in a better way for educational activities and played more cooperatively. Only 4% of the members of this group failed to initiate personal contact with the teacher.
The authors concluded that the size of the group of children or strength of a class is important for the realisation of the goals.

3. **Desai D.M.** (1961), in his study entitled, “Pre primary Education in India”, made certain recommendations regarding pre-school education in India, following a study of the scenario existing in this field.

The author is of the view that pre primary education needs more attention from the state and he does not agree that aid from the state should begin from the stage of primary education and says that an effective state wise legislation should be there to administer and control pre primary education in the country. The author recommends liberal grants from the state towards free primary education in rural and backward areas. Another recommendation is made towards the field of supervision. Supervision of a school is an important activity which is often ignored in the field of pre primary education. The author feels that there should be separate school inspectors (supervisors) for pre primary education. Such supervisors should be the specialists in the field of pre primary education. The author finally recommends that the statutory provisions regarding universal free and compulsory education for children in the age group of six to fourteen years should be extended down to include children, three years old and above and thus pre primary education should become the responsibility of the state.
4. **Neiss G. Rosalee** (1963) conducted a study entitled ‘The Validity of Early Entrance into Kindergarten’.

The author of the study is of the view that the process of admission in a kindergarten is determined and guided merely by the chronological age of a child. This is in spite of the fact that individual differences exist among the children of the same age. This is especially true for children belonging to the age group which is seeking admission into kindergartens and this is a fact which is well acknowledged. At times children who have not yet attained the required age are also admitted into kindergartens.

The author conducted an investigation concerning the entrance age of children seeking admission in kindergartens and then studied the achievement and adjustment of the children admitted at an early age into kindergartens. The social and emotional adjustments of such children were studied by the author. It was found that such children achieve and adjust at a level which is only at the level of the class average or even lower.

5. **Huth, Albert** (1972) conducted a study entitled ‘Organisation of Schools’. According to the author school organisation begins with the nursery school or kindergarten though attendance in such nursery schools by the children of the appropriate age is in a voluntary manner. The children who have crossed their third birthday are eligible for admission to such nursery schools or kindergartens. But as children progress through the different grades
of a nursery school, they fall in a wide range of age group from 2 ½ years to 7 years. Such wide difference in the age of the children studying in the same preschool is not compatible with the fact that the preschool has the same goals for all its students and hence does not provide favourable educational circumstances.

The author is also of the view that tendencies and attitudes of a three years old and that of a six years old are in no way similar. Hence the objectives of education provided to them should also be different. The author finally recommends that from the viewpoint of organisation, the nursery schools are to be divided into those for two and a half years to five and for those from five years to seven years.


The author proposed a relationship between the structure of education and the major institutional forms of the society. The author states that in a society characterised by the predominance of bureaucratic organisations, the institutions of the society are also influenced by bureaucratic style of functioning. Such propositions are based on the author’s participant observation in a nursery school. The author is of the view that intentionally or unintentionally the child rearing practices of the society reflect the characters of that society and the kinds of experiences it imparts to the children. The author also states that in the American society most of the activities are
conducted through formal organisations and even the education of the very young are imparted through such organisations, producing children with orientations adjusted and attuned to bureaucracy.

The author states that in a bureaucracy, the responsibility is shifted from the individual to the organisation and the personal worth of the individual, is rarely at stake. An individual's freedom towards decision making, his responsibilities and accountabilities are all limited in such organisations. Stress is on compliance than on innovations and the organisation cannot afford risk takers.

The author from her experiences in a nursery school says that formal routines and clearly defined procedure although not essential but have become regular features of nursery school. Today preschools have rigid routines that prefix when and where children should be at a given time. Clearly defined roles and relationships reduced uncertainties and demarcated a child's place in the organisation. Drilling reduced mystery and magic of the unknown. The goals are closely related to security, rationality and pragmatism than imagination and fantasies. Use of power and authority is there to coerce a child to conform to the desired habits. Incentives create situations related to external motivation than internal motivation. The author observed that the teachers were more concerned about the smooth running of the institution than in promoting the growth of the children according to their individual needs.

According to these authors, in USA, although the population in the age group has remarkably declined but the percentage of children attending pre primary educational programmes has steadily increased. Hence a serious look is needed at the quality of education these children receive.

According to the authors quality in preschool educational programs can be brought about by certain means. First is the need for specially trained teachers for preschools. There is the need for teacher training institutions with programs of high quality to train teachers in early childhood education. The authors are also of the view that the salary conditions for preschool educators are also unsatisfactory. Teachers who are trained and qualified will have to be paid better salary and provided with better working conditions and status.

8. **Mohanty, Jagmohan** (1984) in his study entitled, “Nature, Needs, Importance and Objectives of Early Childhood Education or Preschool Education” has expressed the view that early childhood extends from the age of two to six years and educationally this preschool period is very important. Hence an enriched environment is to be provided to the receptive mind of the children. According to the author the objective of preschool education should be to promote all
round growth of the children and prevent great percentage of wastage (dropouts) during later schooling. Developing skills of communication should be the other aim of the preschool education.

9. **Moore Elizabeth Francis** (1988) conducted a study entitled, "Exploring Record Keeping and the Use of Micros in Nursery Schools". The author recommends innovation in inservice education to train the teacher trainees in modern methods of record keeping. The author also recommends that the starting point in such innovation should be the introduction of micro based systems of data base management which may improve the methods of record keeping and even the implementation of curriculum. The researcher said that such micro based records were also more detailed. The author interviewed some teachers of nursery schools who expressed the view that they were ever willing to put in extra hours to assist the implementation of such innovations in the method of maintaining records.

10. **Desjan, Perotta Blanche** (1995) conducted a study entitled, "Early Childhood Programs and the Arizona Public School Systems". This study explored the public school systems in the state of Arizona in the United States of America, as a provider of programmes for young children. The other aspect dealt with by the study was the quality of the preschool programmes administered by the State Department of Education. The author then compared the practices in such preschools to the promises of the preschool
set forth in the guidelines for comprehensive early childhood programme as reported by the Early Childhood Advisory Council to the Arizona State Board of Education in 1990.

The author attempted to assess the quality of the programmes carried out in twelve preschools through an in-depth study of the situation prevailing in the preschools. For this the method of case study was adopted by the author who attempted to provide a picture of what life is like in a preschool. The author used three basic tools (1) observations (2) questionnaires (3) interviews. The second phase of data collection was through survey to obtain information about the directors' and teachers' knowledge, attitude and beliefs about preschool education. Thus data was collected in such a way as to obtain a comprehensive profile of the nature of the programmes implemented by the preschools.

2.3. Review of the Literature related to the infrastructure of a preschool

1. **Beth Moore, Sally and Richards Phyllis** (1950) in their work entitled, “Teaching in the Nursery School” have expressed the view that there is increasing awareness in the society regarding the values of preschool education and its unique role in the development of balanced personality in the children. For this both the physical as well as social environment of preschools are important.
The author is of the view that the importance of the physical environment of a kindergarten cannot be minimised. The environment in which the children work and play influence their health and behaviour. Poor sanitation can lead to an infection while a child sitting uncomfortably cannot perform well. Hence serious thought and planning are required for healthy physical environment of the preschool. Conditions like temperature, ventilation, humidity if improper can make the child restless.

The other important factor in the infrastructure of a nursery school consists of safety measures. Sharp cutting edges of furniture, steep stairs without handrails, slippery floors, floors cluttered with play materials and books, loose electric wires, unrepaired, and broken equipments, broken window panes, protruding nails, etc. have been mentioned by the author as hazardous. Cleanliness is also an important factor in a nursery school. Clean, tidy and orderly rooms and yards have a positive influence on the children, says the author.

The surroundings of the preschool according to the author also constitute an important factor in the infrastructure of the school. Attractive, cheerful and aesthetically designed surroundings are desirable over unattractive and messy ones.

The rooms of the school should be instructive. There should be some permanently placed pictures and some that are changed regularly in the classroom. Type of furniture and draperies are also important, according to the authors.
2.4 Review of literature related to the curriculum of a preschool

1. Forest Ilse (1949) in his article entitled, “The Curriculum in Early Childhood” has discussed different types of curricula that can be adopted in schools, catering to the children in their early childhood stage. The different types of curricula discussed by the author are the following.

i) curriculum based on projects:

For such a curriculum, the teacher needs a fundamental change in her attitude. She should be able to sense the purpose of the curriculum and plan, execute and evaluate the projects and ensure that the organisation within the classroom is flexible with greater degree of individual freedom. Discipline shall be maintained through the happy concentration of the children in their work. The author has described 4 types of projects for the children of kindergartens. They are:

a) Construction Projects: The child constructs something he desires or can use in his dramatic play.

b) Drill Projects: To acquire skill in activities like writing, mathematics, etc.

c) Problem Projects: the child tries to solve a problem that interests him and he encounters in his daily life.

d) Appreciation Projects: To enjoy delightful activities like listening to music, drawing, etc.
(ii) Curriculum based on activities:

Such a curriculum presupposes that among the normal interests and play purposes of the children, there are many with real possibilities for social and educational usefulness. Such interests and play situations can be imported into the classroom situations and utilised in a constructive way. Such activities comprising of units of work valuable from the point of view of formal education may be planned. Thus play is the most effective method of learning and it can be directed towards desirable ends. Such a curriculum does not sacrifice the teaching and learning of basic skills like reading, writing and arithmetic although such skills are not taught and learnt to the desired extent.

The author is finally of the view that the above mentioned types of curricula are fundamentally similar because both are based on the interests of the children. Passivity on their part with dominance of the teacher have no place in such curricula.

2. Hammond S.L., Daler R.J., Skipper D.S., Witherspoon R.L. (1963) in their book entitled, “Good School for Young Children”, have discussed the principles for framing a good curriculum for kindergarten. The principles are the following:

(1) To provide many opportunities for social adjustments since most young children are highly individualistic.
The curriculum should be related to the daily life of the children since they are interested mainly in all that goes about them.

The curriculum should allow plenty of time and adequate opportunity to the children so that they may express themselves freely through many media like clay modeling, blocks, paints, etc.

To allow the use of the whole body and develop healthy habits regarding diet, rest, play, etc.

To provide scope for recreation like drawing, singing, dramatising, playing, etc.

To provide experiences that build foundation for formal subjects. Such experiences include listening to stories, narrating experiences, dramatising stories, acquiring an understanding of mathematical concepts, discussing aspects relating to science, social science, etc.

Parent's cooperation is to be sought in the education of the children through meetings and conferences with parents and frequent home visits by teachers.

3. **Rajni Kumar** (1964) conducted a study entitled, All Work and No Play." The author has analysed the various factors that lead to the growth of tension and frustration in the children of kindergarten. The writer points out that the young children need rest. To ensure that the young children take rest, certain activities like reading for
pleasure., habit of doing light manual work like gardening, simple carpentry, dusting furniture, etc., can be pursued. Such manual activities shall develop healthy attitude towards work besides providing enjoyment. The preschools should provide scope for relaxation to the children through recreational activities. The school programme should not pack in too many activities that are formal in nature.

4. Goralski P.J. and Joyce M.K. (1968), in the study entitled, ‘Kindergarten Teacher Aides and Reading Readiness- Minneapolis Public Schools” studied the effectiveness of teaching aides in developing reading readiness among the children of kindergarten.

   The children were divided into three groups. One group was taught without the help of teaching aids, the second group with the help of only one teaching aid while the third group was taught with five teaching aids. The groups were then subjected to a test for reading readiness. The third group scored the most. The objective of the study was to determine if teaching aids could be used effectively to help the process of teaching and learning. From the results obtained, it was concluded that teaching aids are effective for developing reading readiness among the children of the kindergarten.

5. Hans Gartner (1974) in the study entitled, “Pre school and Primary school”, stressed upon two aspects. The first point raised by the author was about the internal relationship of a preschool with a
primary school. The second point dealt with the programmes to be included in a preschool.

The author was of the view that the nature, purpose and the meaning of preschool and primary school are similar and that the latter is only a continuation of the former. Hence these two types of schools should be moulded into a compressive whole.

The author has deliberated upon the programme to be imparted by a preschool and was of the view that it should have a direct bearing on different areas like, movement and control of body, analytical perception, cognitive modi operandi in collecting and processing information, formative power of hands, gymnastics, music, language, social relationships and adjustment, etc. The promotion of cognitive skills like perception, formation of concepts, linguistic ability are to be included in the programme as its integral part.

The author concluded by saying that the primary school should take over from the preschool, the problems faced by a child during his preschool years. So that the first lessons in the primary school may be redesigned and arrangement of special programmes may be made.


This study is exploratory in nature and examined the criteria set by the teachers of some preschools for selecting books to be used
in the classrooms with four years old children as the students. The specific titles of the books and the purposes of their use by the teachers were then compared.

The author concluded that the teachers, differed widely in their purpose, frequency and the number of books selected for the children. Knowledge and familiarity with children’s literature were significant factors in the selection of the books. The teacher’s own view as to what is good for children was also an important factor in the selection of the books. The number and types of books used by the different teachers of preschools hence varied greatly.


This study was conducted on some children of kindergarten, their teachers and their parents. The author has lamented that today the trend is to put pressure on young children to grow up too fast. The plight of the young children manifests itself in the classrooms in the form of academic pressure. Parents too are anxious that their children should be successful right from the beginning of their academic career. The teachers too are made to teach formal academics and all these factors put pressure on the children.

The author used observations and interviews as the tools for data collection. The parents of the children were interviewed to assess their reaction. The author concluded by saying that kindergartens should include programmes that are based on sound principles of
child development with positive experiences for the children and that there should be regular contact between the parents and teachers to ensure the support of the parents and thus improve the school life of the children.


The purpose of this study was mainly to ascertain the perceptions of the teacher educators regarding the objectives of kindergarten education and their views on the curriculum to achieve such objectives. The study was conducted through a survey employing a five point rating scale as the chief instrument of data collection.

The author found that the teacher educators valued a process oriented curriculum based on the principle of active learning. The teacher educators also stressed the need for the use of concrete materials as teaching aids in kindergartens. The teacher educators attached little value to memorising facts and mastering different skills drawn from discrete areas of the curriculum. They also did not attach much importance to the children’s achievement in standardised tests.

9. **Lefton Marlene Teich** (1989) conducted a study entitled, ‘A Naturalistic study of Expectancies in an Early childhood Classroom”.

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This study examined the teacher’s expectancies (expectations) from the students of a preschool and how such expectations influence the pattern of the social behaviour of the classroom.

This study was carried out in a laboratory nursery school over a period of 8 months when 37 observations were made. The events recorded during such visits formed a major part of the data base for the study. The teachers and the principal of the school were also interviewed. Analysis of the data suggested that the expectations of the teachers from the students of the kindergarten fall into the following areas:

1. The development of the social self.
2. Academics
3. Physical Development

Based on these expectations the teachers seemed to influence the priorities in learning, in the classrooms. The author concluded that the teachers of a kindergarten need to be aware about the needs of the child as an individual and that the curriculum should be meaningful.

10. **Kellow Shaffer Martha** (1990) undertook a study entitled, “Three Kindergarten Programs: Educational Experiences in Kindergarten Classrooms”. In this study the author examined the learning and literacy experiences received by the young children attending different kindergarten programmes.
The author found during the course of this study that today the emphasis in the kindergartens is on a curriculum which is chiefly academic. Coupled with such a bias towards academic activities there is an increasing expectation among adults regarding the educational achievement of the children. These factors have changed the scenario in the kindergarten and have brought about many educational changes. Consequently the nature of the curriculum has been influenced and so has been the method of instruction.

The author first examined and then analysed educational experiences received by the students of kindergartens of three different settings. The author in the next phase of the study taught as well as made observations in a kindergarten.

The author found that kindergarten programmes were mainly teacher directed programmes that focused on the teaching of the basic skills. Learning of these skills was expected to be at the mastery level. Classroom instructions strictly adhered to the established goals of the curriculum and the guidelines already pre-established to achieve them. Instructions and curriculum were therefore a package of pencil and paper. The author also found that students were expected to spend long periods of time at their desks with work books and practice sheets. Other kinds of learning and literacy experiences like exploration of printed materials, listening to stories, etc. were minimal and not a regular part of the school day.
At the end of the study the researcher made certain recommendations which are:

(1) The current trend to implement academic curriculum in early educational programmes need to be reexamined and evaluation of the kinds of educational experiences provided in the kindergartens is to be done.

(2) Young learners are to be recognised as such. That they need the opportunity to participate in learning and literacy experiences which shall enhance their individual development as learners and users of language is to be acknowledged.

(3) Relevant theories about early childhood and development are to be recognised to provide appropriate educational opportunities.

11. Nielsen, Deberal L. (1997) conducted a study entitled, "Adventures in a place called Childhood (Preschool Age, Parent Involvement, Teachers, Play)."

This study deals with the views of different groups of people (parents of the students of kindergartens and educators) on the impact of play on the learning process.

This study was done through survey method. The author is of the view that the premature introduction of academics in the curriculum of preschools as desired by parents today have a detrimental effect on the children. Such premature introduction of academics replaces the
positive developmental effect of play with the less effective and even harmful time spent at the jobs involving desk, ditto and drill. By desk, ditto and drill the author implies long hours spent by a child, confined at his desk 'copying the work done by his teachers and also drilling it through rote.

2.5 Review of the literature related to administrative, infrastructure and curricular aspects of preschools.

1. The 28th Yearbook (1929) of the National Society for the Study of Education, edited by Whipple G.M., includes a report entitled, “Preschools and Parental Education”. In this report the following areas have been suggested to be worthy of report from a nursery school.

   (1) Aims or purposes of the preschool

   (2) Fundamental educational convictions that find interpretation in the activities of the school.

   (3) Plan of organisation as reflected in; (a) personnel (b) plant, playground and equipments (c) progress of activities (d) teaching techniques (e) cooperation with (i) specialists (ii) parents/home (f) other features affecting the organisation like entrance requirements, number of children enrolled, length of school day, teacher-student ratio, age range in each group, basis of classification of groups of children in the preschools, etc.
A brief descriptive statement and analysis of a typical learning situation of the school.

Importance of records and their checking.

Outstanding contribution to the problem of early childhood education.

2. **Wills and Stegman** (1950) in the book entitled, “Living in the Kindergarten”, have dealt with several aspects of the kindergarten. The authors have laid down the guidelines for framing the curriculum, maintenance of records, the environment of a kindergarten, etc. These guidelines are discussed below:

A. Recommendations regarding the curriculum:

(i) Activities related to art: Such activities should include clay modeling, activities with beads, blocks, wet paint, paper, painting old furniture, etc.

(ii) Music lessons: Theme and words of the songs selected should be related to the children’s interests and experiences. Short and simple songs with pleasing tunes and definite rhythm to develop an appreciation of interest in music are to be taught.

(ii) Concept of numbers: Counting, following the recognition of numbers, concept of fraction (only half,) telling the time, perceptions of heavy-light, full-empty, thick – thin, etc.

(iv) Sciences: To increase the awareness of the child about his surroundings and ability to observe nature and tap various sources of information viz. people and sense organs.
(v) Story time: Short and simple stories especially those with birds and animals as the characters of the story are to be selected. Those with negative emotions like jealousy, cruelty, rivalry, etc. are to be avoided.

(vi) Poetry: Short and meaningful poetry preferably with rhythm are to be selected.

B. Recommendations regarding records

Records about a child's home, anecdotal records, cumulative records, records of his achievements, records of the teacher's ratings of the child's social and emotional behaviour, results of intelligence tests, reading readiness, etc. are to be recorded.

C. Recommendations regarding the environment

Kindergarten Environment: The author is of the view that the environment (physical facilities) of a preschool greatly influences the children, the preschool should enjoy a proper location with high and dry site away from the noise of the traffic. The classrooms should be well ventilated, spacious, near toilet facilities and have adequate space for storage.

Safety of the children should be ensured by taking care of exposed wires, slippery floors, electric wires, stairs, boundary wall, gate, etc. Toilets should be clean and there should one toilet for every ten children.
The playground should be on one side of the school for easy supervision. It should have deciduous trees for summer shade and winter sun. There should be concrete areas with soft mud for different activities.

Equipments: Light and portable furniture for the children, books and book cases, musical instruments, aquarium, equipments for gardening, audiovisual aids, etc. are necessary in a preschool.

3. Bapat B.G. (1957) undertook a research entitled, “An investigation into the condition of preprimary education in the Poona University area”. The objective of the study was to determine the problems faced by the pre primary institutions and suggest solutions to some of the problems identified.

This research was conducted through the survey method. The author aimed at making a survey of the situation existing in the preschool institutions. The functioning of these institutions were studied. The qualification and training of the teachers of the preschools were also ascertained.

Data was collected through questionnaires, visits to the schools, interviews, discussions and documentary evidences collected from official reports. The author identified certain problems faced by the preschool institutions. The problem areas according to the author are:

(1) Philosophy of preschool education.
(2) Accommodation and space.
4. **Thomson K.H.** (1964) in the article entitled, 'Yesterday's Infant School' is of the opinion that there appears to be a steadily increasing interest in early entrance to institutions of formal education with more, entries into infants schools today.

The author said that for any institution in Alberta (USA) to be distinguished as a kindergarten, it needs to conform to certain regulations and obtain ministerial approval from the Department of Welfare rather than from the Department of Education. The nature of the accommodation, size of the preschool, qualification and training of the staff, nature of the programmes (curriculum) and availability of certain equipments are the essential features that are considered in an institution before it qualifies as kindergarten.

5. **Heron, A.** (1979) undertook a study entitled, “Planning Early Childhood Care and Education.” The author studied the methods and strategies of imparting care and education to the very young children in the developing countries. The research centered around three main questions: (1) What is childhood education? (2) Why is it needed? (3) How can its provision be organised? The author, besides deliberating on these three questions stressed the importance of
providing both care and education in preschools. Hence the aim of preschool should not only be to teach the children the skill of reading and writing but also to develop a positive attitude towards life and learning. The author also suggests low teacher-student ratio in a preschool, low cost building and equipments, professionally qualified teachers and the need to convince administrators and policy makers about the importance of preschool education for all children of preschool age.

6. **Heishima Joyce, Aiko Hahori** (1990) conducted a study entitled, “A Garden where children and literacy should grow; A Microethnographic study of the Kindergarten.”

The author is of the view that kindergartens are now almost a universal part of public education yet the debate continues as to what the nature of kindergarten education should be. Hence the study taken up by the author aimed at understanding the nature of kindergarten education. For this the author studied three main domains of a kindergarten. These domains are: (1) children studying in the kindergartens selected for the study (2) the teachers of the kindergartens selected for the study (3) the curriculum followed in the kindergartens selected for the study. The tool chiefly used for data collection was interview.

The author is of the opinion that although researches in this field inform us about the fact that certain benefits are definitely associated with the participation of young children in preschool education yet such benefits do not reach every child participating in the preschool programme because of the fact that every preschool setting is not of the desired quality.

The purpose of this exploratory case study was to examine the relationship of the organisation of the preschools to the quality standards established for early childhood programmes. To achieve this objective, data was collected in relation to:

1. Quality standards as endorsed by leading professionals in the field of early childhood education.
2. Programme organisation of the preschools studied.
3. Effective organisational structures i.e. the criteria that make preschool organisations effective.

Implications of the comparison of the existing situation at the preschools with the desired one were finally drawn out to assess the existing situation.


This research is a case study which according to the author is qualitative in orientation and design. The study aimed to explore the aspirations, values and beliefs of the administrators and teachers.
of preschools and parents. The subjects were selected from both rural as well as urban areas. The study aimed at assessing the existing organisation and administration of the preschools and their possible incorporation into the educational system in Ondo State of Nigeria.

The tools used for data collection were two types of interviews: (i) Focussed interview (ii) Casual or Conversational interviews. From such interviews different themes emerged viz. importance of preschool education in Ondo state, benefits and problems of private preschool institutions, appropriate or ideal preschool education system, the role of the government, community and the parents in preschool education etc. From these themes, the author attempted to gain a deeper understanding of the scenario prevailing in the field of preschool education.


This research was conducted through the method of case study and involved an indepth exploration of a nursery school at the city of Hyderabad in Andhra Pradesh in India. The author used tools like interviews and participant observation for data collection. The author attempted to draw the portrait of a preschool and its life as constructed in a middle class Indian society. The preschool selected
represented a typical preschool of modern India. It had students in the age group of two to five years.

The author found that the programme adopted by the preschool was heavily geared towards the achievement of proficiency in English and Mathematics. The author also found that the atmosphere of the preschool was full of humour and care and the environment was such that the children flourished. The children approached the curriculum which had a distinct bias towards academics, with zest and vigour. The children were introduced to more than one language which they were supposed to speak, read and write properly. A number of concepts were included in the syllabus of Mathematics which the students were expected to master.

2.6 The relation of the study undertaken by the present investigator to the studies conducted by the other authors.

The gist of the studies related to the research taken up by the present investigator have been presented so far. They provide an idea about the work done by different authors in the field of administration, infrastructure and the curriculum of preschools. In the following pages the issues taken up by these authors have been mentioned and how the research taken up by the present investigator is similar or different from their work shall be discussed. Such discussion shall be presented separately under the following heads (i) administration (ii) infrastructure and (iii) curriculum of preschools.
The study taken up by the present investigator involves the administration, infrastructure and the curriculum of the preschools. Under administration the following points were studied:-

1. Goals set by the preschool.
2. Ownership of the schools.
3. Mode of admission of the students
4. Working days and working hours
5. Methods of maintaining discipline
6. Records and registers
7. Link between the preschool and the home of the students.
8. Decision making in the nursery schools
9. Supervision
10. Human resource of the preschools

Infrastructure of the nursery schools was studied through the study of the school site and the school plant.

The curricular aspects studied were:

1. Criteria for framing the curriculum
2. Academic and non academic part of the curriculum
3. Method of teaching adopted in the preschools
4. Education system
5. Books and notebooks used

The studies mentioned in the earlier pages were either related to only one out of the above mentioned three aspects.
(Administration, Infrastructure and Curriculum) or were related to two or even all of these three aspects.

The studies pertaining to the administration of the preschools dealt with the following issues.

(a) The importance of maintaining the records and registers of a kindergarten.

(b) Innovative methods (computerised) of maintaining records in a kindergarten

(c) Survey of aspects like grants received, supervision, goals, etc. of preschools.

(d) Chronological age being the main criterion for admission of children into kindergarten and its effect on the adjustment and achievement of the children.

(e) Grouping of children in a wide range of age (2½ - 7 years) in an institution (preschool) with the same goal for all the children.

(f) Bureaucratic set up of the nursery schools with emphasis on compliance over creativity.

(g) The importance of recruitment of teachers with proper qualification and training.

(h) The objectives and importance of early childhood education.

(i) The study of the quality of programmes carried out at preschools administered by the State Department of Education of Arizona of USA.
It is thus seen that several aspects that fall within the scope of administration of a preschool have been studied by various authors. However, these aspects have been taken up as isolated issues.

Administration of any institution which may also be a preschool, is comprehensive in nature and includes in its scope a wide range of activities. In the study undertaken by the present investigator, administration of a preschool has been studied as a whole covering all the relevant issues under it. Therefore not only the issues mentioned above but also several others like ownership of the preschool, the administrative hierarchy, the strength of the preschool, the decision making process, the methods adopted to maintain discipline, working days and hours, finance, human resource of the preschool, etc. have been studied thoroughly. Again the sample of the study was chosen in such a way so that comparison of the preschools owned by the state and by the private bodies could be made.

The different issues covered under administration were studied in depth. Therefore a single issue was analysed along with its constituent elements and each element was then investigated. For example while studying records of a preschool not only the cumulative records but all the different types of records and registers like fees books, attendance register, register for stocks and equipments, etc. and the method of maintaining them were studied. Thus administration of the preschool was studied as a whole to
obtain a complete picture and was not restricted to the study of only a few issues.

In the study related to the infrastructure of the preschools, the issues dealt with were the following:

(i) The importance of the physical environment

(ii) The influence of the physical environment on the health and behaviour of the children.

In the study taken up by the present investigator the entire infrastructure of the preschool has been assessed. The infrastructure has been studied by collecting information about its constituent points like the school site and the school plant. The school plant was again studied through the following constituent points: (1) the playground (2) the school building.

In the school building the classrooms, music room, hall, office, staffroom, etc. were studied. The various equipments of the school and the scope for future extension of the school have been studied too. Thus all the physical facilities provided to the children of the preschool have been included in the research taken up by the present investigator.

In the studies related to the curriculum of preschools the following issues have been taken up by the different authors.

a) The different types of curriculum (project based and activity based) that can be adopted in a preschool.
b) The principles or guidelines for framing a balanced curriculum for a preschool.

c) The importance of recreational but useful activities in a curriculum.

d) The effectiveness of teaching aids in kindergartens.

e) Factors influencing the selection of books for preschools by the teachers of preschools.

f) The emphasis on the formal or academic part of the curriculum of kindergartens.

g) The objectives of kindergarten education and the curriculum framed to achieve them.

h) The teacher’s expectations regarding the social, emotional, physical and academic progress of the children of kindergartens and the influence of such expectations on the behaviour of the children.

i) Curriculum followed today at preschools with stress on formal learning, rote memory and desk work and the timetable followed in the preschools, reflecting the time spent by the children in academic and nonacademic activities.

The studies discussed above dealt with different issues under curriculum of preschool. However the present investigator intended to study the curriculum of the preschools in a comprehensive manner. Therefore apart from the above mentioned issues, several other points have also been taken up for detailed
investigation. These points include the academic and non academic parts of the curriculum, the teaching methods, teaching aids used, the system of evaluation, books and notebooks used, etc. Again these issues have been studied through the detailed investigation of their constituent elements. For example the teaching method adopted in a preschool has been studied from various angles such as presentation, questioning, use of teaching aids, drilling, revision, correction of written work, etc. Thus the curriculum followed in the preschools has been studied as a whole by the present investigator.

As mentioned in the very beginning of this chapter, some of the studies carried out by various authors happen to include issues that fall under more than one of the three focal points (Administration, Infrastructure and Curriculum) of the study carried out by the present investigator. These studies cannot be strictly categorised under any one particular focal point. The issues dealt with in such studies are the following:

a) Aims of a preschool, the plan of organisation of a preschool, the school plant, teaching techniques, link with the homes of the students, records maintained, analysis of the teaching-learning situation, the teacher-student ratio, the requirements for admission to the preschools, etc.

b) The guidelines for framing the curriculum of a kindergarten, the types of records to be maintained, the physical environment of kindergarten and the facilities provided by it to the children.
c) Determination of the problems faced by a preprimary institution through survey method.

d) Essential features like proper accommodation, staff, equipments, etc. to be possessed by an institution for it to qualify as a preschool.

e) Aims of a preschool, the ideal teacher-student ratio, physical facilities provided by it to the children.

f) The children studying in a preschool, teachers of the preschool and the curriculum followed.

g) Quality standards of various aspects like infrastructure, student-teacher ratio, etc. of a preschool as endorsed by professionals in the field of early childhood education and the programmes organised (curriculum adopted) by certain preschools and effective organisational structures of preschools.

h) Survey of the aspirations, values and beliefs of administrators and teachers of preschools and that of the parents of the students.

i) Investigation about the curriculum and the environment of a preschool.

In these studies the authors have dealt with different issues that can be classified under the administration, infrastructure and curriculum of preschools. However the study conducted by the present investigator differs from all these studies as in this study the administration, infrastructure and curriculum of the preschools have been dealt with comprehensively. Therefore not only the issues
mentioned above but also several other points have been included in the study.

Thus this chapter deals first with the literature which is related to the research undertaken by the present investigator. The later part of the chapter deals with the similarities and differences of the study taken up by the present investigator with those conducted by other authors.