

Pre-Primary Education

RAJALAKSHMI MURALIDHARAN

Asi, Surjeet K. 1989. **Tiny tots: Their learning readiness (with and without pre-primary education)**. Independent study. *Solan: State Council of Educational Research and Training*.

Problem: The study aims at the importance of pre-primary schooling as a vital aspect of grooming the child before the compulsory education begins, as it caters to the psyche, social, cognitive and language aspects of the development of the child through constructive play and by developing desirable behavioural patterns.

Objectives: To find out whether (i) children who went to pre-primary schools showed better progress at the primary stage, (ii) Pre-primary education helped children in coping with adjustment and learning problems at the primary stage, and (iii) the parents and teachers considered pre-primary education beneficial for the children.

Methodology: The sample of the study covered 30 children of Class I drawn randomly from two government schools —15 with pre-primary experience and the others without pre-primary experience. The instruments used included, an opinionnaire for parents, a questionnaire for teachers, an interview of and write-up from teachers, and written and oral tests given to the children.

Major Findings : (1) Parents from all walks of

life were found to value pre-primary schooling for their children; in their opinion these pre-primary schools prepared children for formal schooling. Even the parents whose children did not attend a pre-school (60 % of them) voiced their feelings in support of pre-school education. (2) (a) Pre-primary education contributed to a large extent to the personality development of the young-sters and hence equipped them for better adjustment in school, (b) the learning readiness of the children with pre-primary education was found to be certainly better than of those without pre-primary education at Class I level. (3) The teachers considered pre-primary education a prerequisite to formal school entry. [SLB 0060]

Bagai, R. 1988. **Adult-child interaction in three communities: Implications for children's growth—cognitive and social development**. Ph.D., Home Sc. *Univ. of Delhi*.

Problem: It attempts to understand the family dynamics of some of the Indian subcultures in relation to the developmental status of young children.

Objectives: To study the practices related to family living and child care, with particular focus on nutrition and health care, provision of play material, the care giver's responsibility to the child's physical and emotional needs, and the nature of verbal interaction and stimulation.

Methodology : The sample consisted of 45 families (3 sub-cultural groups with 15 families in each) and 88 children in the 1-7 years age-range, using the purposive sampling method. The tools used included, Structured Interview Schedule, Direct Observation, Vineland Social Maturity Scale, and Stanford Binet Intelligence Scale. The data thus collected were treated by using statistical techniques such as percentages, means, SDs and chi-squares.

Major Findings: (1) Nutritional care and proper feeding practices facilitated normal development. (2) There was a positive relationship between provision of play materials and the child's measured social maturity and intelligence (IQ). (3) Verbal interaction had a positive relationship with IQ. (4) There were differences in the sub-groups regarding nutritional intake. [GCU 1948]

Chandrika, D.C. 1989. **The role of Anganwadi experience on the cognitive development of children.** M.Phil., Home Sc. Sri Venkateswara Univ.

Problem: The study was undertaken to make a comparative assessment of the performance of elementary school children with and without Anganwadi experience.

Objectives: (i) To make a comparative assessment of the cognitive development of elementary school children with and without Anganwadi experience, (ii) to find out the impact of Anganwadi experience on the cognitive development of children, and (iii) to find out whether exposure of mothers to ICDS programme enabled the mothers to help in their children's cognitive development.

Methodology: The sample for the study consisted of 100 children enrolled in 6 municipal schools in an urban area, half of them with Anganwadi experience for at least one year and the other half without such experience. The instruments used were Raven's Coloured Pro-

gressive Matrices (CPM), Wechsler's Intelligence Scale for Children (WISC), Vocabulary Test and an Interview Schedule. The statistical tests used were mean, SD, one-way ANOVA and 't' test.

Major Findings: (1) There was no significant difference in the scores of CPM and WISC of children with Anganwadi experience and children without it. (2) No sex differences were also found in CPM and WISC scores in both the groups. (3) There was no significant difference in CPM and WISC scores of children with good, fair and poor physical environment. This was found true for both the groups, the group with Anganwadi experience and the group without it. (4) No significant difference was found in the CPM and WISC scores of children whose mothers had a favourable attitude towards Anganwadi and those children whose mothers had a negative attitude towards Anganwadi. (5) Mother's awareness or otherwise of the activities of the Anganwadis did not affect the CPM and WISC scores. (6) Mother's or father's level of education or type of family to which the child belonged did not have any significant effect on the CPM and WISC scores. (7) The income level of the family also did not have any significant effect on the CPM scores for both the groups, and on the WISC scores for Group, i.e. the group with Anganwadi experience. (8) In the case of the WISC scores of Group II children, the children from high-income families obtained the highest scores followed by children from the middle-income homes and then by the children from the low-income homes. [PVD 0114]

Datta, Vrinda. 1992. **Group care as a context for child development.** Ph.D., Edu. Shreemati Nathibai Damodar Thackersey Women's Univ.

Problem: The study addresses the problem of quality of day-care for effective child development.

Objectives: (i) To determine the quality of child care services in family day-care (FDC) and

day-care centres (DCC), (ii) to study the difference in development of children between family day-care and day-care centres, and (iii) to establish indicators of quality day-care services.

Methodology: The sample consisted of 80 family day-care children (40 from low-quality FDCs and 40 from high quality FDCs) and 80 children from day-care centres (40 from low-quality DCCs and 40 from high-quality DCCs). The tools used were Day-Care Centre Environment Rating Scale, Family Day Care Environment Rating Scale, Interview Guide for Care Givers, questionnaire for parents, and observation schedule for play patterns, adult-child interaction, and peer interaction. The statistical techniques used were analysis of variance, 't' test and regression analysis.

Major Findings: (1) Family day-care scored higher than DCC on hygienic practices and meal-time routine. (2) Low- and high-quality child-care significantly differed on personal care and routine, organisational aspects and activity of children. [GCU 1936]

Deepali, Deves. 1990. **Pre-school children and their problems in the rural areas of Kamrup district.** Ph.D., Edu. Gauhati Univ.

Problem: The present study is confined to the jurisdiction of the rural areas of Kamrup District in which the attempt was made to discuss the problems of pre-school children.

Objective: To discuss the most important problems of childhood with special reference to proper education and mental growth.

Methodology: The study was done on the parents of Kamrup District and aimed to discuss the different problems of children up to six years of age. The tools used were questionnaire, personal assessment. Interview and observation.

Major Findings: (1) The prenatal stage exerted the most remarkable influence on the growth and development of the child, but unfortunately not enough attention was being paid to the expectant

mother by the family members. (2) Poverty of the home, conservative attitude and superstitions of the family members were found to have a telling effect on the growth and development of children. (3) Alcoholism and constant fighting between husband and wife, Inhuman treatment of the wife/daughter-in-law, vulgar language used in the family, strained relations among family members, were some of the other factors that were found to affect the development of young children. [RD 0141]

Devi, Batani. 1990. **Effect of behavioural modification techniques on aggressive pre-school children of Anganwadi centres in Chandigarh.** Ph.D., Edu. Panjab Univ.

Problem: It attempts to study the effect of behavioural modification techniques on aggressive pre-school children of Anganwadi centres in Chandigarh.

Objectives: (i) To study and classify the behaviour problems of pre-school children coming to Anganwadis, (ii) to apply various behaviour modification techniques and to compare their effectiveness to reduce or eliminate aggressive behaviour of pre-school children, (iii) to involve existing human resources such as Anganwadi workers in dealing with the aggression of pre-school children, and (iv) to see the side-effects of reduction in aggression on other behaviour problems and intelligence of pre-school children.

Methodology: The multi-stage random sampling technique was used to select the children for the study. Two hundred and forty-three children were selected from 30 randomly selected Anganwadis of Chandigarh, out of whom 30 children identified as aggressive were taken for behaviour modification. The 30 aggressive children were randomly assigned to five experimental groups and one control group, consisting of five children each. The five experimental groups used the following behaviour-modification techniques were (1) differential reinforcement of other behaviour (DRO),

(2) differential reinforcement of incompatible behaviour (DRI), (3) time out (TO), (4) combination of DRO and TO, (5) combination of DRI and TO. The tools used included, Behaviour Problems Inventory by Muralidharan, Socio-economic Status Scale by Srivastava, Vineland Social Maturity Scale, Nagpur Adaptation by Malin, Developmental Screening Test by Bharathraj, and Observation Schedule developed by the investigator, to record the changes in aggressive behaviour brought about by five different behaviour-modification techniques. The statistical techniques used were analysis of variance, 't' test, biserial correlations and product-moment correlations.

Major Findings: (1) Aggressive behaviour was more prevalent among pre-school children aged 3-6 years, as compared to other behaviour problems. (2) Aggressive behaviour and eating difficulties were found more among boys; unsocial behaviour and sense of self-adequacy-inadequacy were more among girls. (3) Children belonging to low-income families had more social difficulties as compared to their counterparts. (4) Children whose parents married early had less behaviour problems than those whose parents married late. (5) Children born to younger mothers had more of sleeping difficulties, difficult habits, sense of self-adequacy-inadequacy and non-compliant behaviour than those born to older mothers. (6) Pre-maturely born children had more of eating difficulties, difficult habits, sense of self-adequacy-inadequacy and aggressive behaviour than full-term children. (7) Children who had delayed and difficult births had greater sleeping and social difficulties. (8) First-born children had more social difficulties than the last-borns. (9) Children who were difficult to manage had more aggressive, more non-compliant and more delinquent behaviour than those who were easily managed. (10) Children with paternal preferences had greater behaviour problems than those with maternal preferences. (11) Behaviour problems such as sleeping and eating difficulties, difficult

habits, non-compliant and delinquent behaviour were found in aggressive children, but unsociable behaviour and sense of self-adequacy-inadequacy did not go with them. (12) Differential reinforcement of other behaviour (DRO), differential reinforcement of incompatible behaviour (DRI), time out (TO), and combination of DRO and TO and of DRI and TO effectively reduced aggressive behaviour of pre-school children; DRI and TO procedures were superior to DRO; and DRI and TO techniques were equally effective in reducing aggressive behaviour of pre-school children. Combinations of DRO and TO, DRI and TO were superior either to DRO and DRI or TO alone in reducing aggressive behaviour. Combinations of DRO and TO and DRI and TO were equally effective in reducing aggressive behaviour of pre-school children. (13) Behaviour problems, namely, difficult habits, sense of self-adequacy-inadequacy, unsocial, non-compliant and delinquent behaviour decreased, whereas intelligence increased as a result of reduction in aggressive behaviour. [JNJ 0294]

Geetha, K. 1990. **A study of the knowledge and competence of Anganwadi workers as agents of child-care in urban slums of the Tirupati ICDS project.** Ph.D., Home Sc. Sri Venkateswara Univ.

Problem: This was an attempt to study the knowledge and competence of Anganwadi workers as agents of child-care in urban slums of the Tirupati ICDS project.

Objectives: (i) To assess the existing knowledge of the Anganwadi workers with regard to various components of ICDS schemes like general orientation, pre-school education, nutrition, health and population education, and communication, (ii) to examine the competence of Anganwadi workers while performing the expected job roles like conducting a survey, enlisting beneficiaries, conducting pre-school education programmes for children of the 3-6 year age-group, assisting health staff in immunisation, doing referral services for at-risk children

and mothers, conducting health and nutrition education for women in the age-group of 15-45 years and maintaining records and registers, (iii) to find out the significant effect of factors like age, marital status, education and job experience of the Anganwadi workers on their knowledge, and (iv) to examine the influence of factors like age, marital status, education and job experience of the Anganwadi workers on their competence.

Methodology: The sample for the study consisted of all the 45 Anganwadi workers who attended the monthly meeting for the month of December 1987. While the knowledge was assessed for all the 45 workers, 30 of them were selected randomly for further study of their competence. The tools used were questionnaires. The statistical techniques used were means, SD, correlations, 't' test, 'F' test and chi-square.

Major Findings: (1) Sixty per cent respondents in the age-group of 20-30 years were married. (2) The educational status of all the respondents was SSC and above, with a few graduates; all the respondents had more than one year of job experience. (3) All the Anganwadi workers were natives of Tirupati (local women) and had regular contacts with parents, beneficiaries, local leaders, ICDS supervisors, CDPO and medical officers who were involved in the implementation of the programme. (4) Almost all the Anganwadi workers had above 75% level of knowledge in the areas of ICDS like child-care, nutrition and health, and organisation and management. (5) There was no significant difference between the mean scores of knowledge obtained by the Anganwadi workers with different age-groups, marital status, educational status and periods of job experience. (6) 80% of the respondents were highly competent in performing their job activities. (7) There was no significant difference between the mean scores of competence of Anganwadi workers with different age-groups, educational status, job experience, marital status. (8) Both the knowledge and the competence of the Anganwadi

workers were associated with each other. (9) It was observed that in the areas of ICDS, the Anganwadi workers got high percentage of knowledge scores indicating their good knowledge in those areas. [PVD 0112]

Hejmadi, A.1991. **Effects of intervention training on some cognitive abilities of pre-school children.** M.Phil., Psy. Utkal Univ.

Problem: It attempts to study the effects of intervention training on some cognitive abilities of pre-school children.

Objective: To experimentally find out the effects of short-term verbal and non-verbal cognitive intervention training on certain cognitive abilities, namely, intelligence and creativity of pre-school children.

Methodology: The sample consisted of 40 pre-school children of 4-5 years of age randomly divided into four equal groups 10 children being assigned to each of the four treatment conditions. The tools used included Torrance Tests of Creative Thinking (TTCT) and Draw-a-Child Test. The statistical techniques used were mean, SD, ANOVA and intercorrelations.

Major Findings: (1) The experimental and control groups of children were found to differ significantly from each other in their intelligence and creativity scores irrespective of the testing conditions. The group which received verbal, movement and vocationalisation of sound training regarding the body parts through music and dance was found to be the most intelligent and creative in comparison to the other two experimental groups and the control group. (2) Testing condition significantly affected the intelligence and creativity scores of the subjects irrespective of training groups; the post-intervention testing condition facilitated the intellectual and creative abilities of the children more than the pre-intervention test condition. (3) The differential training groups were not found to interact significantly with the testing conditions in both the tests (i.e., Draw-a-Child and

TTCT). (4) The intercorrelations between pre- and post-intervention testing conditions were less and highly significant. [KCP 0511]

Kasturi, Jachuck. 1990. **Socio-economic Status and time-related effects of pre-school education on cognitive abilities.** Independent study. *National Council of Educational Research and Training.*

Problem: The study attempts to answer the question whether pre-school programmes had equal impact on the cognitive abilities of children. Irrespective of their social-class belongingness and whether pre-school education had any long-term effect on the cognitive development of children.

Objectives: (i) To study the effect of class belongingness and pre-school education on the cognitive abilities of children, and (ii) to study the effect of pre-school education on the cognitive abilities of pre-adolescents and adolescents.

Methodology: The sample for the first study consisted of 80 children in the age-group of 3-5 years (out of which 40 had formal pre-school education while 40 had no exposure to pre-school education). They were selected from two SESs (one with monthly income above Rs 500 p.m. and the other with monthly income below Rs 500 p.m.), thus forming four subgroups. The sample for the second study consisted of 80 subjects divided into four subgroups on the basis of their age (pre-adolescents and adolescents) and pre-school experience (with formal pre-school experience and without pre-school experience). All the subjects were from middle-income groups. The tools used for the first study were Raven's Progressive Matrices, Test of Clustering Ability by Jachuck and Mohanty, Associative Memory Test of Wechsler and Figure Copying Test. The tools used for the second study were Raven's Progressive Matrices, and Rote Memory Test of Wechsler. The collected data were treated using ANOVA.

Major Findings: (1) In Study I, SES and pre-school education were found to have a positive impact upon cognitive abilities. (2) In Study II, age and pre-school education were found to have a significant effect upon cognitive abilities; also, adolescent students performed significantly better than their pre-adolescent counterparts, irrespective of their schooling experience. [GCU 1494]

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Kaul, V. et al. 1992. **Starting children too early on number work.** Independent study. *National Council of Educational Research and Training.*

Problem: This study attempts to evaluate the process-based programme for development of number readiness at the pre-primary stage.

Objective: To develop and empirically try out and evaluate a systematic, process-based programme for development of number readiness and subsequent number concepts in children at the pre-primary stage.

Methodology: The sample consisted of 60 children of the 4-5 years age-group. The experimental group consisted of 20 children who had intervention of a process-based programme for development of number readiness. Control Group I consisted of 20 children matched in age, SES; Control Group II consisted of 10 children matched in age, SES, but drawn from a school of lower quality; and Control Group III consisted of 10 children matched in age but of high SES and from an elite school.

Major Findings: (1) Irrespective of SES and type of schooling, the children exposed to the number readiness programme demonstrated better understanding of numbers. (2) On seriation, sequential thinking and classification, the experimental group invariably performed better. (3) Control Group III had better rote memorisation skills than all the other groups. [GCU 1937]

Kaul, Venita; Ramachandran, Chitra and Upadhyaya, G.C. 1992. **Impact of ECE on retention in primary grades.** Independent

study, *National Council of Educational Research and Training*.

Problem: The study attempts to assess the impact of early childhood education on the retention of children in primary grades.

Objective: To assess the impact of early childhood education on the retention of children in primary grades.

Methodology: The sample was drawn from the primary schools located near the ECE centre in eight States. The total sample consisted of 31,483 children, out of which 10,636 children had ECE experience whereas 20,847 children were admitted directly from home. Each cohort of children was identified State-wise and year-wise, and followed up from 1983-84 to 1986-87. The tools used in the study included information blanks and master-sheets to record data. The data were analysed using percentages.

Major Findings: (1) Children with ECE experience were found to have a better retention rate in comparison to children who had direct entry in the schools. The difference in percentage of the two groups was higher in favour of ECE children by 16.4, 20.52, 13.33 and 8.04, respectively, for Cohorts I, II, III and IV. (2) The drop-out rate for the ECE group was less (31.8%) than that for the direct early children (48.2%). (3) The maximum drop-out was when children moved from Grade I to II. (4) The impact of ECE experience on retention in primary grades was greater for girls as compared to boys. [GCU 1941]

Kaur, Baljit; Muralidharan, Rajalakshmi; Limdi, Kalindi; Rozario, Mamta and Maheshwari, Payal. 1992. **A follow-up study of children of Bastar (1982-90)**. Independent study. *The Maharaja Sayajirao Univ. of Baroda*.

Problem: The study attempts to examine the long-term gains of pre-school intervention in terms of academic performance and occupational and marital status of the tribal children of Bastar.

Objectives: (i) To follow up children on whom baseline information was available in terms of

some selected variables, and (ii) to gain an insight into the tribal life pattern vis-a-vis the extent of modernisation in Bastar.

Methodology: Out of the original sample of 142 students covering 73 boys and 69 girls studied during the year 1992, it was possible to trace only 70 children during 1990, which comprised 49 boys and 21 girls. The tools used were Observation Proforma, Interview Schedule and Conversation Charts. The collected data were treated using chi-square and rank-order correlations.

Major Findings: (1) The original sample of the year 1982 comprised 142 children of which 49% were in schools and 51.6% were out of school. (2) Fewer girls than boys were going to school. (3) Only 30.76% children were at the right grade for their age. Thus the stagnation rate was high. (4) There was no significant correlation between children's performance in 1982 and 1990. (5) Only one-third of Grades IV and V could read 80% of the text correctly. (6) A large number of children failed to recognise the signs of basic arithmetic. Only 12.5% knew the correct place value. (7) Anganwadi workers (AWWs) trained during the year 1982 were high on skills in conducting the AW programme in comparison to other AWWs. [GCU 1950]

Khosla, Renu. 1991. **Refresher courses in pre-school education for Anganwadi workers: An evaluation**. Independent study. *National Institute of Public Cooperation and Child Development*.

Problem: The study attempts to evaluate the refresher training in pre-school education for Anganwadi workers.

Objectives: (i) To evaluate the extent to which the refresher training programme in pre-school education for Anganwadi workers and orientation training for helpers of ICDS were able to meet their objectives, and (ii) to gauge the effectiveness of the refresher training on delivery of the pre-school education component in the Anganwadi workers (AWs).

Methodology: The sample of the study was selected on a purposive basis. 10% of the Anganwadi Worker Training Centres (AWTCs) organising refresher courses were selected (N=4) on the basis of their performance as per the course reports. Two centres each from the better run AWTCs and the not-so-adequate AWTCs were chosen. Each AWTC was located in a different state, the four States being Gujarat, Madhya Pradesh, Bihar and West Bengal. One refresher course for AWTCs and one orientation course for helpers was selected for observation. All Anganwadi workers and helpers deputed to these courses were included in the sample (Phases I and II, N = 58; Phase III, N = 19). Heads of AWTCs/Course coordinators, trainers, any two resource persons, the music teacher and the art teacher were interviewed. The data were collected in three phases: (a) at Anganwadi centres in the project area prior to the refresher training. This involved one-day observation of pre-school education activities in the Anganwadi and interviews of workers and helpers. The other part of the first phase included observation of refresher course/orientation course, pre-test of Anganwadi workers and helpers before the course and post-test after the course; (b) the second phase of data collection was one month after the course. This included one-day observation of pre-school education activities in the Anganwadi and interviews of workers and helpers; (c) the third phase of data collection was done after six months of training. The same one-day observation and interviews were conducted. The third phase was done in Gujarat and Madhya Pradesh. The instruments used included Observation Schedules for observing the refresher/orientation training programme and pre-school activities in the Anganwadi Worker Training Centres, interview Schedules for AWTC staff and ICDS functionaries and pre- and post-test questionnaires for assessment of knowledge of AWWs and helpers during the training programme. Each Anganwadi worker/helper was assigned performance scores in the pre-post test questionnaires and Anganwadi observation proforma. Six variables were

selected for analysis: introduction of games. Introduction of songs, introduction of creative activities, involvement of helpers, involvement of mothers and knowledge and motivation of Anganwadi workers. The statistical tests used were: Friedman's two-way analysis of variance, chi-square, Willcoxon matched pairs-signed ranks, and regression analysis.

Major Findings: (1) Knowledge of AWWs about pre-school activities, use of environmental resources, areas of involvement of mothers and helpers in the pre-school programme improved significantly after the refresher training programme. (2) Knowledge about the span of activities that could be organised, use of various aids for organising the activities, use of environmental resources and appropriate seating arrangement of children for activities increased after training. (3) Knowledge of Anganwadi workers about the areas in which both helpers and mothers could be involved, was both rationalised and improved. (4) Knowledge of helpers about their role in the pre-school programme and the need to involve mothers improved significantly after their training. (5) Skills of Anganwadi workers in conducting pre-school activities in the Anganwadi improved with their training, the effect of which was significantly sustained up to six months after training, although the impact was not statistically significant at one month's interval. (6) Each variable, i.e. introduction of songs, games and creative activities, when examined individually, showed improvement, which was significant only in the case of songs. Along with the widening repertoire, improvement was also visible in the method of organising the activities. (7) There was a greater tendency to introduce material-based activities at one month's interval and activities without material after six months' gap. (8) None of the Anganwadi workers were found to prepare new aids or utilise environmental material for conducting pre-school education activities. (9) Involvement of helpers in the pre-school education activities improved significantly

at six months' interval. (10) Involvement of mothers in the pre-school education activities showed significant improvement at one month's interval but showed a decline after six months. (11) The overall performance of the Anganwadi workers showed a significant improvement soon after the training although the effect was somewhat less after six months. (12) Training quality, assessed on the basis of training methodology, content of training, kit items prepared/provided and selection of resource persons, showed a somewhat uniform pattern. (13) Regression analysis indicated that only 11% of the AWWs' performance could be attributed to the trainer. Other factors such as availability of aids, effectiveness of resource persons, administrative support of AWTC, etc. were some other factors affecting performance. (14) The performance of AWWs one month after the training was found to be the result of significantly improved skills during the training. Trainees whose performance was high prior to the training benefited the most and scored higher in the post-training observations. (15) A self-appraisal by AWWs showed that gains in knowledge and motivation, which showed significantly at one month, persisted after six months. [NS 1041]

Kumari, P. 1991. **Job involvement, personality and performance of the Anganwadi workers in the ICDS programme.** Ph.D., Home Sc. Sri Venkateswara Univ.

Problem: The study attempts to assess the extent of job involvement and the personality and performance of the Anganwadi workers in ICDS programme.

Objectives: (i) To assess the extent of job involvement and work involvement of the Anganwadi workers, (ii) to assess the job stress and its influence on the performance of these workers, (iii) to study the personality characteristics associated with the quality performance of these workers, (iv) to examine the socio-demographic variables and their influence on the job involvement, work

involvement, job stress and job performance of the workers, and (v) to identify possible predictors of the performance and to estimate their relative contribution to the variance in the performance of the Anganwadi workers.

Methodology: The sample comprised 115 Anganwadi workers belonging to urban and rural centres, eight supervisors and 345 beneficiaries. The study was designed following the multivariate analyses model in which a set of independent variables were assessed for their contribution to the dependent variable. The tools used included Job Involvement Scale (comprising three sub-scales — Job Involvement Questionnaire, Job Involvement Graphic Scale and Job Involvement Semantic Differential), Work Involvement Scale (comprising three subscales — Work Involvement Questionnaire, Work Involvement Semantic Differential and Work Involvement Graphic Scale), Job Stress Scale, 16 PF form C, and Rating Scales to assess job performance. Multiple regression analysis was used to analyse the data.

Major Findings: (1) The job involvement of Anganwadi workers was found to be high. Out of the six socio-demographic variables studied, habitat and marital status and age had exhibited influence on the job involvement of the Anganwadi workers. (2) Work involvement of the Anganwadi workers was also found to be high. Age and habitat influenced the work involvement of the Anganwadi workers. (3) The correlation between job involvement and work involvement was low, and also not consistent for the different subscales. (4) A majority of Anganwadi workers perceived the work as stressful. Greater stress reduced performance. Among the six socio-demographic variables, habitat had the greatest influence on job stress. Rural Anganwadi workers felt higher job stress than urban Anganwadi workers. (5) Too much of work and fear of failure to satisfy the superiors were the two major sources of stress. (6) High and low performers differed in their personality traits. (7) The personality profiles of Anganwadi workers were

similar to those of social workers. (8) Urban Anganwadi workers performed better than rural Anganwadi workers. (9) Out of the six socio-demographic variables, habitat (urban/rural) had shown a major contribution to the performance of the Anganwadi workers. (10) Though the performance of Anganwadi workers was related to their job involvement, the contribution of job involvement to performance was low. [AVVR 1273]

Maiyani, J.P. 1989. **A study of the development of pre-primary education in Gujarat during post-Independence period.** Ph.D., Edu. Bhavnagar Univ.

Problem: The study attempts to trace the development of pre-primary education in Gujarat during the post-Independence period from the historical perspective.

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 set up of pre-primary teachers in

Gujarat during the post-Independence era, and (xii) to become familiar with the problems of pre-primary education.

Methodology: The present 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 institutes, and census reports were the primary sources of data. An open-ended questionnaire for experts was also used.

Major Findings: (1) The present set-up of pre-primary 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 pro-grammes 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 relationships 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 no clarity about the government's role/responsibility. (19) The amount of money spent on 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 to 1,400 in 1981. The number of pupils 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. [DJM 0134]

Mandke, Sandhya. 1989. **A study to determine the effects of exposure to pre-school education on the learning abilities of pre-school children.** M.Phil., Edu. Univ. of Poona.

Problem: The attempt in the study was to plan a short-term school readiness programme for those children who did not attend pre-schools, to facilitate their adjustment in primary schools.

Objectives: (i) To find out the expectations in Class I regarding the scholastic tasks, and (ii) to ascertain whether exposure to pre-school experiences helped children to perform better in learning language and scholastic tasks.

Methodology: The sample consisted of 120 children — 100 children who had attended a pre-school programme and 20 children who had not attended any kind of pre-school programme. Each group had an equal number of boys and girls. The tools used included Structured Interview Schedules, and Language and

Scholastic Readiness Tests.

Major Findings: (1) The non-school-going children did require varied language experiences though they were not poor in all aspects of language development. (2) Similarly, non-school-going children definitely needed preparation to learn the formal school tasks. [LHB 0071]

Manju Vani, E.V. 1986. **Effect of enriched perceptual experiences through play materials on the performance of pre-school children on simple perceptual tasks.** M.Phil., Home Sc. Sri Venkateswara Univ.

Problem: The research was planned to study the influence of enrichment of perceptual experiences through exposure to play materials, on certain aspects of perceptual ability.

Objectives: To find out whether exposing a set of pre-school children who had a common environmental background to a short duration of perceptual training through play materials would facilitate perceptual development.

Methodology: The sample consisted of 60 children, 30 each (15 boys and 15 girls) drawn from two pre-schools. The tools used included a tool to evaluate the Quality of Environment of the pre-schools, a tool to evaluate Prolonged Deprivation, Figure Copying Test, Colour Naming Tests, materials for testing Perceptual Discrimination, play materials selected from the Edma kit. Analysis of variance was used to treat the data.

Major Findings: (1) Copying geometric forms significantly improved in the children after they had exposure to play materials. (2) Enrichment lowered the time taken for and the errors in naming the colours verbally. (3) There was significant and favourable difference in the perceptual discrimination task of colours and forms following enriched experience. (4) Enrichment through play materials favoured the perceptual discrimination based on touch. [PVD 0113]

Mishra, D. 1990. **A study of the problems of pre-school education in the city of Cuttack.** M.Phil., Edu. Utkal Univ.

Problem: The study attempts to enumerate the problems of pre-school education in Cuttack City and to suggest certain remedies.

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.

Methodology: 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.

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-school children. (5) All teachers were fond of telling stories to the children. (6) 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. (7) All teachers encouraged the children to tell stories. (8) The classrooms of the school were not sufficient for all the children. (9) There were insufficient learning materials and aids. (10) Due to lack of knowledge in regard to the development of the pre-school child, all the activities stated were not encouraged. (11) 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. (12) All schools opted for Oriya as the medium of instruction. (13) The teacher-student relations in almost all the schools were encouraging. (14) Various media like TV, radio, tape-recorder, etc. were not used by schools. (15) 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. [KCP 0497]

Mishra, S. 1991(a). **Effects of cognitive intervention training on intelligence and curiosity of pre-school children.** M.Phil., Psy. Utkal Univ.

Problem: The attempt is to study the effects of cognitive intervention training on intelligence and curiosity of pre-school children.

Objective: To find out experimentally the effects of cognitive intervention training on the curiosity and intelligence of pre-school children.

Methodology: The sample consisted of 20 children of 4 to 5 years of age, from the Model Pre-school of the Advanced Study in Psychology of Utkal University. These children were randomly divided into two groups of 10 children each, one constituting the experimental group and the other the control group. The tools used included Curiosity Scale of Dash and Jena, Non-verbal Intelligence Test or the CMMs test by Burgmeistem, Blun and Large.

The statistical techniques used were mean, SD, a bi-variate ANOVA and correlations.

Major Findings: (1) The experimental and control groups of children were not found to differ significantly from each other in their CMMs raw scores, CMMs proportion scores, and curiosity scores. (2) The testing condition significantly affected the CMMs raw scores and proportion scores of the subjects, irrespective of groups. The testing condition had no significant effects on the curiosity drive of the children. (3) Groups were not found to interact significantly with the testing conditions in the name of the tests (i.e., CMMs or curiosity). (4) The intercorrelation between the pre- and post-intervention CMMs scores revealed that the variations were less and correlation was higher in case of the experimental group compared to the control group. Similarly, the intercorrelation between the pre- and post-intervention curiosity scores revealed that variations were less and correlation was higher in the case of the control group compared to the experimental group. [KCP 1388]

Mistry, Veena; Kaul, Sunita; and Dhar, Hansa. 1990. **In-depth study of non-formal pre-school education component in the Baroda urban ICDS block.** Independent study. *The Maharaja Sayajirao Univ. of Baroda.*

Problem: It attempts to study in-depth, the non-formal pre-school education component in the Baroda Urban ICDS Block.

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.

Methodology: The sample 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 Proforma, Interview Schedule, Home Inventory Scale, School Adjustment Scale, Graded Word Test, Reading Readiness Test, and Teacher's Rating Scale. The statistical techniques used were ANOVA, chi-square and percentage equivalent.

Major Findings: (1) Children exposed to ICDS performed better in all the four areas, 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. [GCU 1939]

Mohite, Prerana. 1990. **Review of researches in early childhood care and education: A trend report.** Independent study. *Maharaja Sayajirao Univ. of Baroda.* [ICSSR Funded]

Problem: The study reviews researches in early childhood care and education and the author developed a trend report based on them.

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 identify gap-areas in the subject.

Methodology: The sample 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.

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school education, half the percentage of teachers said that there was a negative attitude at the administrative level. (12) All schools opted for Oriya as the medium of instruction. (13) The teacher-student relations in almost all the schools were encouraging. (14) Various media like TV, radio, tape-recorder, etc. were not used by schools. (15) 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. [KCP 0497]

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Methodology: The sample 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.

Major Findings: (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. The studies reported were not holistic in nature. Ignoring vital aspects like the familial variables of children attending and not-attending pre-school, and their mediating effects on the consequences of pre-school education. (3) Two other areas in which research was lacking were classroom 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. [NR 1234]

Muralidharan, R. and Mishra, S. 1989. **Home-based programme in child development.** Independent study. *National Council of Educational Research and Training.*

Problem: The study centres upon the development of a home-based programme for child development in the age-group of 0-6 years.

Objectives: (i) To evolve a home-based approach to child development, (ii) to develop an awareness in parents of their own strengths and potential as home educators, and (iii) to develop a home-based instructional package, in accordance with the immediate environment and culture of the parents and age of the children.

Methodology: The study was conducted on disadvantaged families of a tribal village and urban slum colonies in and around Bhubaneswar, Orissa, where parents were neither aware of the importance of the early years of life nor confident of their own abilities to function as educators of children. All the 65 families in the tribal areas, and 100 homes from the urban slum were taken for the study. At the end of 52 weeks of intervention, an evaluation was done using an experimental-control group design. The tools used for evaluation were: Interview Schedules; and tests to measure Developmental Level of Children covering aspects such as physical-motor, personal-social, language and cognitive development.

Major Findings: (1) The intervention programme worked effectively in the tribal village. The experimental group performed consistently better than the control group regarding mother's awareness of stimulation activities, health and nutrition, and children's performance in developmental tests. (2) However, the same was not true with reference to the urban slum group in which case the scores of the mothers of the experimental group were significantly lower than those of the control group. With regard to children, in four out of the six age-groups, no significant difference was found between the two groups, but between 2-3 years and between 5-6 years, the control sample performed better than the experimental group. [DPSEE 0527]

Muralidharan, R. and Pankajam, G. 1988. **An evaluative study of the different models of pre-school teacher training programme from the point of view of their impact on children.**

Independent study. *National Council of Educational Research and Training*. (ERIC Funded)

Problem: The study examines the nature of impact of different kinds of early childhood training on the workers and the children.

Objectives: (i) To examine the different models of pre-school teacher training programmes in Tamil Nadu, and (ii) to study their impact on both teachers and children.

Methodology: The study was conducted in Madurai District of Tamil Nadu, and examined four major types of training: (a) two-year training, (b) one-year training, (c) four-and-a-half to six months' training, (d) Anganwadi training of four months. The study was done on 58 teachers, drawn from the four different running schemes, and 128 children, eight boys and eight girls, each of three to four and four to five years, selected from two schools each, in which teachers trained under the four training models worked. The tools used were observation schedules for pre-school teachers, schedule for training institutions, language tests for children—oral vocabulary, action picture reading, acquaintance with environment, oral expression and listening comprehension, and cognitive tests for children—sequential thinking, shapes discrimination and colour discrimination.

Major Findings: (1) The level of language and cognitive development of children under the teachers of the two-year training scheme and the Anganwadi workers was the highest; the lowest was that of the group of children who were with the teachers of the four and a half to six months' training. (2) The classroom climate and the teachers' and children's behaviour were better in case of the teachers of the two-year training group. The children of this group (a) were the highest in attendance and regularity, (b) were in clean clothes and their personal cleanliness was much better than the other groups', and (c) seemed to enjoy the programme much better and tended to help each other and their teachers

in day-to-day activities. These teachers were best able to utilise the locally available materials, and the teachers' behaviour was found to be positive. (3) The Anganwadi group closely followed the two-year training group in the above measures. It was the four and a half to six months' training group which lagged behind. (4) It was observed that it was not merely the duration of the training *per se* that seemed to matter, but the inputs that went into the training of the workers, for example, an experienced and well-qualified team of teacher educators, which possibly made a difference in the performance of the workers. [CGVM 1113]

Muralidharan, R. and Upadhyay, G.C. 1992. **Effectiveness of toy-making competitions in the states: An assessment.** Independent study. *National Council of Educational Research and Training*.

Problem: The scheme of toy-making competitions was launched by the NCERT (DPSEE) in 1979 to make the teaching-learning process at the pre-primary and primary stages interesting, activity-based and child-centred. But because of some reasons, it did not prove effective. In order to make it effective and viable, the entire scheme was looked at again by this study.

Objectives: (i) To assess how far the toy-making competitions in the states have been effective to meet the objectives set forth. i.e. (a) to create awareness about the role and importance of toys and games in child development; (b) to develop competencies among teachers to produce educational toys/games from low-cost material; (c) to develop skills among teachers in making suitable toys/games for children of different age-groups; (d) to impart knowledge about the use of different media in toy-making and (e) to create awareness about the play-way method and the child-centred approach to education, (ii) to find out the reasons for inadequate participation of teachers in the State-level toy-making competitions, and (iii) to evolve a strategy for the effective implementation of the

scheme of toy-making competitions on the basis of State-level suggestions.

Methodology: Ninety-seven teachers and 51 headmasters from 17 states/Union Territories and four Field Advisors of the NCERT responded to the questionnaires sent to them. The tools used to collect the data included a questionnaire. The data were analysed using percentages.

Major Findings: The study recommended that (1) In order to attract teachers towards this scheme, involvement of the District Institutes of Education and Training should be ensured. (2) State and district-level education authorities should be made more aware and responsive about toy-making and the use of toys/games in the child-centred and activity-based approach to learning at the primary stage. (3) Some incentive to participating teachers through TA and DA and contingent amounts to meet the cost of raw materials and postage, should be given. (4) The prize-money should be increased. (5) An orientation and awareness programme should be organised for teachers before participation in the toy-making competitions. (6) Exhibitions of teacher-made toys/games should be promoted at district and state level, and ideas reflected in the entries in toy-making competitions should be documented and disseminated. [DPSEE 1552]

Murthy, V. 1992. **An investigation into the scholastic readiness of pre-school children.** Ph.D., Edu. Univ. of Bombay.

Problem: The attempt is to study the scholastic readiness of pre-schoolers in relation to home background and personal abilities.

Objectives: (i) To identify factors responsible for scholastic readiness, (ii) to compare children with different scholastic readiness, and (iii) to suggest an intervention and compensatory programmes for children who are not ready.

Methodology: The sample comprised 337 children comprising 213 boys and 124 girls, using incidental sampling technique. The tools used

included: school report card, scholastic readiness and interview schedule. The statistical techniques used were correlations, analysis of variance, and 't' test.

Major Findings: (1) Differences existed in the academic achievement of children with different levels of scholastic readiness. (2) The home environment contributed to child's scholastic readiness and academic achievement. (3) There was no difference in scholastic readiness between boys and girls. [GCU 1942]

Nagalakshmi, J. 1991. **Establishing the essentials for the pre-school stage.** Ph.D., Edu. Osmania Univ.

Problem: The study attempts to establish certain essentials for the pre-school stage.

Objectives: (i) To study the effect of group-size (the number of children in the group) on the friendship patterns, activities and behaviours of children, (ii) to study the effects of the amount of space and the amount of play equipment on the friendship patterns, activities and behaviours of children, and (iii) to study the effects of changing staff and child ratios on the communication between staff and children.

Methodology: The sample was drawn from Warangal and Karimnagar, from the Telangana region as well as from Hyderabad and Secunderabad cities. One hundred and sixty-three centres from Warangal, 156 centres from Karimnagar and 156 from the twin cities were selected. The data were collected using 40-second time sampling technique with one variable. Assessment and observation, recordings and personal enquiry were also used. Collected data were treated with a six-way analysis of variance.

Major Findings: (1) Encouraging free motor activity was a must, especially in urban areas for children who came from congested home environments. Even though it was noisy, still rough and tumble-play or chasing games must

be retained because they offered opportunities for children to make friendships. (2) For encouraging social behaviours, cooperative play was encouraged. (3) If play equipment was increased, making provision for every child to obtain the same material. It helped in controlling stress, strain and aggressive behaviour among children. (4) If the staff-child interaction was increased, the child-child interaction could decrease. (5) If the number of staff per child in terms of ratio was improved, then individual attention increased; this improved the cognitive and linguistic stimulation of children. [SSS 0846]

Pandey, H. 1989. **Impact of the pre-school education component in the integrated child development services programme on the cognitive development of children.** Ph.D., Home Sc. Avinashilingam Institute for Home Science and Higher Education for Women.

Problem: This is an attempt to study the impact of the pre-school education component in the Integrated Child Development Services (ICDS) programme on the cognitive development of children.

Objectives: (i) To construct and standardise a cognitive development test (CDT) for pre-school children, (ii) to study the infrastructure, working environment and functioning of selected Anganwadi workers (AWs) in ICDS and the extent of children's participation and involvement in their pre-school activities, (iii) to study the differences in cognitive development between pre-schoolers participating in the ICDS Anganwadi programme and their non-participating counterparts in terms of age and sex of children, age and education of parents, and size. Income and type of family, (iv) to study the correlation between cognitive scores of children and factors such as birth-order of the child, socio-economic status of the family, stimulation provided at home, child's health and nutritional status, time devoted to pre-school education by the Anganwadi workers, performance and participation of children in Anganwadi activities,

attendance of the children in Anganwadis, and the competence of the worker, and (v) to make recommendations based on the findings of this study, to augment the pre-school education component of the ICDS for optimum cognitive development of children.

Methodology: The study was undertaken in Coimbatore city of Tamil Nadu. Using the purposive sampling method, the project at Singanallur was selected. Out of the 90 AWs of the ICDS Project NO. 4, 525 were selected for collecting data on the required number of experimental-group children. It used the experimental-control group design. The tools used in the study included the Cognitive Development Test of the researcher, Personal Data Sheet, Home Stimulation Inventory, Anganwadi Observation Schedule and Health Status Inventory. The Collected data were treated using ANOVA, 't' tests, correlation, regression analysis and chi-square test.

Major Findings: (1) Regarding physical environment and functioning of AWs, it was found that (a) the physical facilities of the AWs such as physical set-up, building condition, size of rooms, light and ventilation, were fairly good excepting floorcondition, sanitation facilities, quality of decoration, placement of charts/posters and shade in the play-yard; AWs also lacked storage space, built-in cupboards and toilet facilities; (b) the AWs in general looked desolate and empty, they were not physically inviting; (c) only 28% of the AWs had prepared teaching aids from locally available materials; (d) as regards enrolment, 56% of the AWs conformed to the recommended norms of the ICDS; the rest of the AWs grossly exceeded the norms; (e) in 60% of the AWs, more than 50% of the children were properly dressed; (f) in a majority of AWs (68%), over 50% of children participated in pre-school activities, however. In respect of 56% of the AWs, a majority of children did not enjoy the pre-school activities also. In 92% of AWs, no help was taken from children in distributing, collecting and putting back the

play/teaching materials; thus the children were missing the opportunity to be responsible, helpful and sharing; (g) cent per cent children in all the AWs washed their hands before and after eating. Indicating that children learn good habits quickly; however, the purpose of washing hands was not adequately realised in some AWs since all children dipped their hands in the same bucket of water before and after eating; (h) in a majority of AWs, adequate amount of time was devoted in the daily programme for rhymes, music, storytelling and prayers; however, only in the case of 8% of the AWs the method of story telling was found to be appropriate, and about one-third of the AWs usually conducted rhymes/music session effectively; (i) the concept-teaching was rather mechanical; AWWs rarely used the 'play-way' and 'child-centred' techniques of teaching; merely 8% of the AWWs earmarked adequate time on 'play-way' methods and theme-based projects; (j) in about 40 to 50% of the AWs no time was devoted to language-stimulating activities or concept-oriented teaching; (k) for health check-up, no time was spent in 44% of the AWs; (l) although the children were left free to move about in the room in almost all AWs, only 30% of the AWs directed free-play activities for children which could serve as a learning medium; (m) in almost all the AWs indoor games were allotted adequate time; the absence of shade in the play-yard generally limited the outdoor play activities; (n) 52% of the AWs occasionally organised and conducted simple play and allied activities; (o) 60% of the AWs never or rarely utilised locally available resources for play and teaching activities; (p) only 20% of the AWs planned their teaching programme in advance, and only a similar per cent kept the equipment in a well-arranged manner; (q) a majority of the AWWs were only SSLC pass and had not studied anything about pre-school education; (r) only 76% of the AWWs had been given the three-month job training course; the training was given by ICDS instructors who were fresh home science graduates with only one major paper in child development. (2) Regarding the impact of ICDS

on health and nutritional status of children, it was found that (a) about 79% of the experimental group of children were normal or in Grade I, while the corresponding percentage for the control group was 54; (b) the percentage of the experimental group of children nutritionally graded as normal rose steadily with the age of children; on the other hand, the percentage of control group of children similarly graded decreased with age; (c) in respect of the experimental group, Grade III children were found to be only in the 3+ age/class and there was none in any age/class labelled as Grade IV (malnourished); however, in respect of the control group, children labelled as Grade III occurred in every age/class, and those labelled as Grade IV also occurred in the 3+age/class. (3) The mean score for the overall nutritional status was higher for the experimental group of children over their control counterparts; the immunisation percentage in respect of all the diseases was higher for the experimental group of children compared to their control counterparts; the overall health status, assessed by combining the scores of the four components, viz. nutritional status, physical appearance, immunisation and episodes of illness in children was superior for the experimental group as compared to the control. (4) Regarding the sub-tests of the CDT, it was found that (a) sex effect was absent for all the six sub-tests, viz. conceptual skills, information, comprehension, visual perception, memory and object vocabulary; (b) the conceptual skills of the experimental group of children were superior to those of the control group in every age/class. In respect of the sub-test on information, the experimental group of children scored more than their control counterparts; the difference between the two groups was marked, specially for the 4+ age/class. (5) Regarding home-related factors, correlation and regression analyses indicated that children's health status and the mental stimulation provided to them at home consistently influenced the cognitive development. (6) Regarding Anganwadi factors, there was a significant positive relationship between the AWs'

competence and the cognitive scores of the children, especially in the 4+ and the 5+ ages/ classes. [MC 0090]

Pankajam, G. et al. 1990(a). **Child-care services in Tamil Nadu**. Independent study. *Madurai Kamaraj Univ.*

Problem: It attempts to study the child-care services in Tamil Nadu.

Objectives: (i) To find out whether the child got loving care and protection during the critical and vulnerable stage of life, (ii) to find out whether the child got proper nutrition, preventive and promotive health measures, and the chance to live in a safe, healthy atmosphere, (iii) to find out whether the child's need for healthy social, mental and emotional development was promoted through play, appropriate stimulation and educational activities, and (iv) to find out how far women participated in community affairs.

Methodology: The study comprised two parts: (a) a profile of the child-care service in the state as a whole; and (b) an in-depth study of selected cases illustrating different models of child care. As a first step, all the agencies concerned with child welfare in the state in both government and voluntary sectors were identified. The investigators visited the institutions and made direct observation of and had direct discussions with the people concerned with the functioning of these institutions. For the case studies, several personal visits were made, and information was collected by discussions with organisers, supervisors, staff, parents, members of the community, trade union leaders and social scientists. This was supplemented by published information collected from various sources.

Major Findings: (1) Child-care services in Tamil Nadu for children of the age-group 2-5 were impressive, as the state had achieved a minimum level of provision for all children. (2) The focus was on the child in particular rather than on the triad of child, mother, and

girl. (3) Infrastructural facilities for day-care existed but their quality was to be improved. (4) There was absence of proper arrangement for the care of infants below the age of two. (5) The record of the voluntary sector in child services was far superior to that of the government sector. (6) The child-care services provided by the organised sector were pitiful. (7) The child-care services resulted in a huge work force of low-paid women. (8) There was a gap in the training programme of child-care workers. (9) There was a lack of involvement among mothers in matters relating to the child. [MKU 1092]

Patnaik, Bijaylaxami. 1988. **Cognitive and linguistic development processes in children's stories**. Ph.D., Psy. *Berhampur Univ.*

Problem: The attempt is to study the cognitive and linguistic development-processes in children's stories.

Objectives: (i) To study the effect of different modes of story-telling on the memory and comprehension of Class V children, (ii) to study the developmental abilities involved in completing an incomplete story, (iii) to study how children derive meaning from silly stories with semantic and syntactical absurdities, (iv) to study how children choose correct words from two to three similar words to give the correct meaning, (v) to study the practices in reading and writing stories, and (vi) to study the correlation between children's academic achievement, non-verbal intelligence and story-writing ability.

Methodology: The study included six small studies. For Study No. 1, the sample consisted of 100 children of Grade V. For Study Nos. 2, 3, 4 and 5, 150 primary grade children, i.e. 30 each from Classes III through VII, and for Study No.6, 100 primary-grade children, i.e. 20 each from Class III through VII were covered. The tools used were, stories, picture stories, questionnaire, draw-a-man test, fill in the blanks and the examination result. The statistical techniques used were means, SDs, analysis of variance and correlations.

Major Findings: (1) The subjects' reading text of the story produced significantly better memory and comprehension than seeing pictures only. (2) Grade effects were significant for completing an incomplete story, noticing and correcting semantic and syntactical absurdities, reconstructing the story with a suitable selection of words, rating of stories written by children, and human-figure drawing ability (intelligence). (3) The correlation between draw-a-man rating and examination marks was significant but negative. However, correlation between children's intelligence and story-writing was positive but not significant. [GCU 1944]

Pattanaik, .A. 1991. **Effects of pre-school education on cognitive development of primary school children.** Ph.D., Edu. *Utkal Univ.*

Problem: The attempt is to study the effects of pre-school education on the cognitive development of primary school children.

Objectives: (i) To study the cognitive gains of pre-schooling, and (ii) to study the differences between pre-schooled and non-pre-schooled children in Grades I through III in certain selected cognitive tasks.

Methodology: The sample consisted of 90 pre-school children, 30 each from Grades I through III selected from four English medium schools of Bhubaneswar, Orissa. Ninety non-pre-schooled children, 30 from each of the Grades I through III were also selected as the comparison/contrast sample. The tools used included, Family Socio-economic Status (SES) Questionnaire, the HOME (Home Observation for Measurement of Environment) Inventory (pre-school), the parent/teacher rating of children's behaviour questionnaire, the draw-a-man/woman test of intelligence, word search task, crossword puzzle task, test of arithmetic and language achievement, number filling game and arithmetic puzzle task. The statistical techniques used were means, SDs, ANOVA, intercorrelation, and multiple regression analysis.

Major Findings: (1) The two samples differed significantly with regard to only 10 out of 26 variables. There were very few differences between the two groups of family SES and Home Environment Scores. (2) The parents' ratings did not reveal any differences between the two groups. (3) The non-pre-schooled children were found to score lower in teacher ratings, Draw-a-Man score and the four tasks. The maximum difference was obtained in Grade I, but by Grade III, the differences diminished or vanished altogether. (4) A series of multiple regression analyses revealed that the SES and Home Environment variables did not predict the test scores of pre-schooled and non-pre-schooled children. [KCP 0453]

Rajalakshmi, M. 1992. **An assessment of the existing nursery education programme in Kerala.** Ph.D., Edu., *Univ. of Calicut.*

Problem: The study is a survey of the existing nursery education programme in Kerala.

Objectives: (i) To survey the physical facilities, planning and organisation of the programmes, curriculum, health care and parental cooperation, and (ii) to study the profile of the nursery teachers working in nursery schools and their views on various aspects of the programmes and the present practices.

Methodology: Three hundred thirty-five nursery schools formed the sample. The instruments used were a questionnaire for heads of nursery schools and a questionnaire for teachers. The statistics used included percentage and mean.

Major Findings: (1) Eighty per cent of nursery schools were recognised but not funded by the Government of Kerala. (2) Fifty per cent of nursery schools were conducted in temporary buildings. (3) Eighty per cent of nursery schools did not have playgrounds. (4) Sixty per cent of nursery teachers prepared some kind of materials. (5) The teacher-child ratio was 1:20. (6) Ninety six per

cent of nursery schools used the Malayalam language as medium of instruction. (7) Immunisation was given in more than 89% of nursery schools. (8) Sixty four per cent of parents were involved in the activities of the nursery schools. [GCU 1945]

Rawal, U. 1992. **An attempt at programme evaluation of a model remedial pre-school.** M.Phil., Psy. Utkal Univ.

Problem: The study attempts to evaluate a model remedial pre-school programme.

Objectives: (i) To investigate the relationship between the school's quarterly evaluation (SQE) of the children's cognitive, social, physical, motor and linguistic abilities as rated by the teacher in a four-part rating scale, and (ii) to study the investigator's observation and rating (IOR) of children's sports performances.

Methodology: The model remedial pre-school had a strength of 60 students of 3-5 years' age-range. The annual sports were held usually in the month of March. A total of 53 children, 32 boys and 21 girls, took part in all the sports events. Therefore, both teachers' evaluations and observer's assessments were available for these 53 children. The tools used included the school's quarterly evaluation ratings by teachers, and the observation and assessment of children in the playground. The statistical techniques used were means, SDs and intercorrelations.

Major Findings: (1) The four areas of assessment of the SQE rating by the teachers were found to be very highly intercorrelated in the case of both boys' and girls' sub-samples as well as the total sample. (2) The IOR scores of sports were found to be correlated significantly with all the sub-scores of the SQE of the girls' sub-sample and the total sample, but only with the cognitive and language sub-scores in the case of the boys' sub-sample (that too, very weakly). [KCP 0470]

Regional Centre. 1991. **ICDS: An appraisal in**

Bihar and Madhya Pradesh. Independent study. Lucknow: National Institute of Public Cooperation and Child Development.

Problem: This study is an attempt at evaluation of the ICDS projects in Bihar and Madhya Pradesh.

Objective: To study the implementation and performance of the ICDS programme in the states of Bihar and Madhya Pradesh.

Methodology: 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 in 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 ICDS 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.

Major Findings: (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 with a bare minimum of educational background was still a serious problem, both from the point of view of

appointments as well as their performance. (3) A large number of posts were vacant at different levels; the training of different personnel was inadequate. (4) 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. (5) 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 utilised the ICDS infrastructure to augment their departmental target-oriented activities like the family planning and immunisation programme. (6) 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 ICDS blocks were not much in evidence. (7) Considering the work-load, the educational background and the honorary nature of work of the Anganwadi worker, it was essential to limit the number of records and registers maintained by her. The following registers, if maintained properly, could serve the purpose: (a) a survey register; (b) the enrolment/attendance/SN-distribution registers grouped into one; (c) immunisation, vitamin and folic acid records; (d) growth charts, including birth weights, and (e) food and drug stock register. [NS 1044]

Seth, Kanta and Ahuja, Kavita. 1992. **Minimum specifications for pre-schools**. Independent study. National Council of Educational Research and Training.

Problem: It attempts to formulate certain

prerequisites and standards which would ensure the quality and uniformity of the early childhood education programme.

Objective: To specify the essential and desirable prerequisites for a quality pre-school programme keeping in mind the contextual realities of our country.

Methodology: The document emerged through a series of workshops organised 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.

Major Findings: (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, form 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 years' 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. [GCU 1946]

Seth, Poonam. 1991. **Effect of parental interaction and educational intervention in optimising the integrated development of pre-school children**. Ph.D., Edu. Panjab Univ.

Problem: The attempt is to study the effect of parental interaction and educational intervention in optimising the integrated development of pre-school children.

Objectives: (i) To examine the factors associated with child competence, (ii) to compare the competence-profiles of children belonging to high- and low-interacting parents, (iii) to investigate the causes associated with varying levels of parental interaction, (iv) to study the differential profiles of parental behaviours of low- and high competence children, (v) to compare the profiles of cognitive competence due to different styles of classroom management, and (vi) to study the association of modes of classroom interaction and learner competence.

Methodology: The sample consisted of 240 pre-school children in the age-group 3-5 years drawn from four nursery schools of Bangalore, 12 nursery school teachers teaching these children and 60 parents (30 parents of high-competence children and 30 parents of low-competence children). The tools used included Child Competence Scale, Child Observation Schedule, Observation System for pre-primary classroom interaction, Interview Schedule for parents of children as developed by the investigator, and also a Parent Interaction Scale was adopted, validated and used in the study. Mann Whitney's 'U'-test, chi-square test and 't' test were employed to analyse the data.

Major Findings: (1) Both educational qualifications and economic status of parents influenced the competence of children, with high competence of children being related to the higher level of education of the parents and the personal academic guidance given by them. (2) The working status of mothers did not seem to be related to competence of children. (3) Willingness to devote time, parental guidance, use of reward, and verbal communication were some of the components of parental interaction which helped in the development of children. (4) High and low parental interaction greatly influenced the children in all developmental

dimensions such as cognitive, motor, social and affective, and also in integrated development. (5) Education and economic status of parents were related to high and low parental interaction. (6) Parents serving in private or government organisations were seen to have children of high competence, as compared to the ones having their own business. (7) Nuclear families were found to favour development of high competence among children. (8) The democratic, loving and nurturant style of class management was found to be favourable for enhancing development of verbal communication, discriminating ability and early mathematical ability in the age-group of 4-5 years, whereas in the age-group of 3-4 years the two environments did not produce significant differences. (9) There appeared to be a greater amount of teacher-performance activity, non-verbal behaviour and use of rewards, prompts and encouragement in the behaviour of teachers in the high-performing classes of both age-groups, while in low-performing classes of both age-groups, there was more of verbal talk by the teacher or didactic teaching. (10) Individual and group performance, freeplay and mutual interaction (except the last two for the 4-5 years' age-group) were child activities that were found to be more frequent in the high-performing classes. [JNJ 1297]

Sharma, Adarsh. 1990. **Status of social components of ICDS in the Haryana rural projects Bhiwani and Adampur.** Independent study. New Delhi: National Institute of Public Cooperation and Child Development.

Problem: The study focuses on the problem of evolving an effective system of monitoring the ICDS.

Objectives: (i) To establish the feasibility of monitoring system for ICDS, (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 ICDS.

Methodology: Two ICDS projects formed the sample. The instruments/methods used included: Social Monitoring Report (SMR) reporting format, Anganwadi Workers' Proforma, Quarterly Progress Report of AW, Quarterly Work Performance Report, Community Representative's Proforma, Worksheets to consolidate reports, Case Studies, and Intervention Workshops. The collected data were treated with frequencies and percentages.

Major Findings: (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 ICDS implementation. [GCU 1940]

Sharma, Adarsh. 1992. **National evaluation of the integrated child development services.** Independent study. *New Delhi: National Institute of Public Cooperation and Child Development.*

Problem: This is a national-level evaluation study of the ICDS scheme conducted by a national-level organisation.

Objectives: (i) To ascertain the benefits of services under the ICDS provided to children and women, (ii) to find out the differences in implementation and utilisation of services, (iii) to identify problems and bottlenecks, and (iv) to find out the community perception about the ICDS.

Methodology: The sample consisted of 100 ICDS projects distributed over 98 districts of 25 states/UTs (54 rural, 28 tribal and 18 urban projects). Seven Anganwadis from each project

were selected for the sample. The tools used included Household Schedule, Schedule for Beneficiaries, Schedule for Community Leaders and Schedule for Functionaries. The collected data were treated with frequencies, percentages, averages and ranges.

Major Findings: (1) The physical infrastructural facilities were poor. Eighty per cent AWs had no toilet facilities and 78.8% had an unsatisfactory drainage system. Indoor and outdoor space for activities was adequate in only 50% AWs. (2) There was a backlog in job training in the case of 20% of AWWs 16% of supervisors and 25% of CDPOs. (3) Twenty per cent posts of CDPOs and 28% posts of supervisors were vacant. (4) Political interference, lack of community participation, too much administrative work, non-accessibility to AWs, and coordination with health functionaries were major problems faced by the CDPOs. (5) Utilisation of services by expectant mothers was below 50%. (6) The average disruption in the distribution of supplementary food was reported to be 63.7 days per Anganwadi per year. (7) Thirty eight per cent urban, 29% rural and 19% tribal AWs reported that the food items served were not acceptable to the community. (8) Thirty-six per cent AWs were not able to monitor the growth of the children. (9) The coverage of children for immunisation was higher in ICDS areas than non-ICDS areas. (10) The coverage of children of 3-4 years age under pre-school was above 40%. (11) Tribal and rural community members provided support to a higher percentage of AWs as compared to their counterparts in urban areas. [GCU 1951]

Sharma, Ranjana. 1992. **Pre-school education: A comparative study of aided and unaided pre-schools in Pune City.** M.Phil., *Edu. Univ. of Poona.*

Problem: The study attempts to compare the aided and unaided pre-schools in Pune City.

Objectives: (i) To find out the factors leading to the differences between aided and unaided pre-

schools in urban areas, (ii) to examine the implications of these factors on the learning of the children, and (iii) to suggest suitable measures to reduce the gap between the two.

Methodology: Based on the random sampling method, about five per cent of the estimated number of unaided and aided pre-schools in the city of Pune were selected for detailed investigation. Fifteen unaided and five aided pre-schools comprised the total sample. Questionnaires and interviews were used for the detailed investigations. Personal visits were made to every pre-school. The collected data were treated with qualitative and quantitative methods. Including percentages and averages.

Major Findings: (1) Parents with a better socio-economic background preferred unaided pre-schools to aided pre-schools, not only because they provided better physical and educational facilities, but also because unaided pre-schools were used as a 'screening' device at entry points. (2) Unaided pre-schools had a longer duration of learning (2 years) over aided pre-schools (only 1 year). (3) Entry into unaided pre-schools caused considerable hardship to both parents and children. (4) Aided pre-schools were not organised even to meet the minimum expectations. [LHB 0067]

Singh, Anjali, 1987. **Certain deprivation factors in language development in children.** Ph.D., Psy. Univ. of Allahabad.

Problem: The study is concerned with the influence of social class on the development of linguistic skills among pre-school children.

Objective: To investigate the effects of social class on the development of linguistic skills, with the linguistic environment of the family.

Methodology: The sample consisted of 84 two-to-three year old children and their mothers. The tools used included Social Class Scale, Linguistic Environment Inventory, Grammar Comprehension Test, Word Meaning Test, and Expressive

Skill Test. The statistical techniques used were analysis of variance and co-variance, correlations, and multiple regression analysis.

Major Findings: (1) Upper-class children scored higher, followed by lower-class children, in the word-meaning test. (2) Upper class children scored the highest in expressive skills. (3) The main effect of social class was highly significant on the linguistic environment. [GCU 1943]

Sood, Neelam. 1992. **Pre-school education in the ICDS: An appraisal.** Independent study. New Delhi: National Institute of Public Cooperation and Child Development.

Problem: The study addresses itself to the problem of ensuring the quality of the pre-school component in the ICDS programme.

Objectives: (i) To make a comparative assessment of the development of pre-school children of the ICDS and non-ICDS groups, (ii) to make a comparative assessment of the school performance of the children studying in Classes I and II from the ICDS and non-ICDS groups, and (iii) to compare the level of awareness of mothers of the ICDS and non-ICDS groups about the value of pre-school education, health and nutritional needs.

Methodology: The ICDS sample consisted of 64 pre-school children and their mothers and 40 children of Classes I and II who had attended Anganwadi for more than one year, whereas the non-ICDS sample consisted of 16 pre-school children and their mothers and 40 children of Classes I and II without any pre-school experiences. The tools used included Proforma for Observation of AW, Developmental Assessment Check-list for Pre-school Children, Teachers Rating Scale; and Interview Schedule for Mothers. The statistical techniques used were means and analysis of variance.

Major Findings: (1) Exposure to ICDS enhanced the overall developmental status of pre-

schoolers. (2) Children graduating from AWs performed better than the children in primary schools. (3) Exposure to ICDS raised the level of mothers' awareness about the value of pre-school education and the nutritional needs of their children. [NS 1885]

Sood, Neelam. 1987. **An evaluation of the non-formal pre-school education component in the Mangolpuri Integrated Child Development Services (ICDS) block.** Independent study. *New Delhi: National Institute of Public Cooperation and Child Development.*

Problem: The study addresses the problem of quality of the pre-school education component in ICDS, by analysing the findings of five studies conducted in different ICDS projects.

Objectives: (i) To establish the emerging trend in the developmental status of pre-school children of the ICDS and non-ICDS groups and between children from the highest-ranking Anganwadis (HRA) and the lowest-ranking Anganwadis (LRA), (ii) to establish the emerging trend in the performance of children in Classes I and II belonging to the ICDS and non-ICDS groups, and (iii) to find out the trend in the awareness level of mothers of children of ICDS and non-ICDS groups.

Methodology: The sample consisted of 64 ICDS children (32 from HRA, 32 from LRA) 10 non-ICDS children, and 60 children of Classes I and II (40 from ICDS and 20 from non-ICDS). The tools used included Observation Schedule, Developmental Assessment Check-list, Teachers' Rating Scale and Interview Schedule. The statistical techniques used were F-test, means and percentage analysis.

Major Findings: (1) The overall developmental status of ICDS children was higher than that of the non-ICDS group. (2) The superiority of performance of children from high-ranking Anganwadis over the other two groups (low-ranking Anganwadi children and non-ICDS children) was clear. (3) There was no clear trend

to show any significant difference between children of low-ranking Anganwadis and of the non-ICDS groups. [GCU 1947]

Srilatha, G. 1988. **The mother-child interaction during pre-school age in different socio-economic status groups.** M.Phil., Home Sc. *Sri Venkateswara Univ.*

Problem: The attempt is to study the mother-child interaction during pre-school age among different socio-economic status groups.

Objectives: (i) To study the effect of the mother-child interaction patterns in the development of children in upper, upper-middle, middle and lower-middle SES groups, (ii) to compare social class differences in mother-child interaction patterns, and (iii) to study the differential treatment of mothers towards boys and girls according to social class.

Methodology: Three hundred mothers (150 of whom were mothers of boys, while 150 were mothers of girls, of pre-school age) served as the sample for the study. An Interview Schedule and an Observation Checklist were used to gather data. The collected data were treated with percentages and chi-squares.

Major Findings: (1) There was an association between socio-economic status and the reactions of mothers towards children's behaviour. (2) There was an association between the sex of the child and the reactions of the mother. [AVRR 1266]

Srivastava, Sushila. 1992. **A short-term longitudinal study of the impact of exposure to the science-oriented educational toys on the concept and language development of the pre-school children.** Independent study. *Madras: Indian Council for Child Welfare.*

Problem: The study aims at giving pre-school children varied and ample opportunities to develop awareness of the science around them, to help them see science in its right perspective and foster an understanding of the basic concepts

in them, apart from the development of language skills. An attempt is made in the present study to expose pre-school children from the disadvantaged sections of the society to various science-oriented educational toys and to assess their impact on the concept and language development of these children.

Objectives: The objectives for women were, (i) To train the economically weaker women to develop their skills in tailoring, carpentry and screen-printing, (ii) to assist in manufacturing play-materials at home and help them in marketing these, (iii) to help trainees to get employed in garment and toy manufacturing firms and also in screen-printing units, (iv) to orient the Anganwadi/Balwadi workers in the use and benefits of these teaching aids, and (v) to evaluate the trainees' knowledge, skills and attitudes before and after the training.

The objectives for children were: (i) To plan, design and develop science-oriented educational toys for pre-school children (3-5 years) and evaluate the effectiveness of these in teaching concepts to them, and (ii) to evaluate the impact of these science-oriented educational toys on the language development of pre-school children.

Methodology: The sample for the present study comprised 210 children (male = 105, female = 105) belonging to the Balwadis maintained by seven non-governmental organisations. There were 70 children (male = 35, female = 35) in the 2-3 years age-group, 70 children (male = 35; female = 35) in the 3-4 years age-group, and 70 (male = 35, female = 35) in the 4-5 years age-group. Thirty children were selected from each NGO. Care was taken to see that other independent variables were matched as far as possible. The tools used included Checklist for Pre-school Children developed by Sushila Srivastava for assessing the formation of certain specific concepts among pre-school children, and Language Tests developed by the NCERT for assessing the language abilities of the pre-school children. This consisted of the Object Vocabulary,

Action Picture Vocabulary, Oral Expression, Listening Comprehension and Acquaintance with the Environment. Statistical techniques used were 'F' test and 't' test.

Major Findings: (1) Exposure to science-oriented educational toys was found to considerably improve pre-school children's concepts of colour, shape, size, position (only in four organisations); number, volume, texture (only in three organisations); temperature, weight, auditory concepts, taste and odour (only in four organisations); and science concepts. Only in the concept of motion, there was not much gain, while in affective concepts, the gain was noticeable after three months of exposure, but not after 24 months. (2) Age was found to have a definite influence on the development of concepts while sex, on the other hand, was not found to make any difference. (3) Teaching patterns were found to have a significant influence on the development of concepts in children. (4) Exposure to science-oriented toys was found to have a significant positive effect on the language development of the children. (5) Significant differences were observed in the language skills of children belonging to the seven different NGOs. [Author 1837]

Subhashini, T. 1990. **Strategies of preparing a readiness kit for the pre-schooler.** M.Phil., Edu. Madurai Kamaraj Univ.

Problem: The study attempts to enumerate strategies of preparing a readiness kit for pre-schoolers.

Objectives: (i) To find out the reading, writing and arithmetic readiness of pre-school children, (ii) to prepare a readiness kit for pre-school children, and (iii) to administer the readiness programme and find out the effectiveness of the kit in promoting readiness for reading, writing and arithmetic.

Methodology: One hundred children (50 boys and 50 girls) were selected from four pre-school

centres in and around Gandhigram. A kit consisting of material and activities for readiness, reading, writing and arithmetic was prepared. The pre-test post-test equivalent-groups design was employed in this study. The readiness programme was administered to the experimental group while the control group was not given that treatment. The mean, SD and 't' test were used to treat the collected data.

Major Findings: (1) The readiness programme had promoted reading, writing and arithmetic readiness among the pre-schoolers. (2) The readiness kit prepared was found effective among pre-schoolers. [MKU 1066]

Tripathy, A. 1989. **Effects of pre-school education on the cognitive ability and academic achievements of pre-adolescents and adolescents.** M.Phil., Psy. Utkal Univ.

Problem: The study attempts to evaluate the effects of pre-school education on the cognitive ability and academic achievements of pre-adolescents and adolescents.

Objective: To evaluate the long-term effects of formal pre-school education on the cognitive ability and academic achievements of pre-adolescents and adolescents.

Methodology: The sample consisted of 80 students divided into four subgroups on the basis of their age (pre-adolescents and adolescents) and pre-school experience (with formal pre-school experience and without formal pre-school experience). In each group, 20 subjects were included. The tools used included Raven's Progressive Matrices and Digit-Span (forward). The statistical techniques used were mean, SDs, and ANOVA.

Major Findings: (1) The pre-adolescent and adolescent group students with formal pre-school education were found to be better than the students without formal pre-school education. (2) The mean scores of matrices showed that students with pre-school experience performed

better than students without pre-school experience in both the pre-adolescent and adolescent groups. (3) Adolescent students performed significantly better than the pre-adolescent students irrespective of their schooling experience, in both Raven's Progressive Matrices and Digit Span (forward). [KCP 0482]

Yasodhara, P. 1991. **Attitudes of parents and teachers towards various aspects of pre-school education.** Ph.D., Psy. Utkal Univ.

Problem: The attempt is to study the attitudes of parents and teachers towards various aspects of pre-school education.

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 pre-school education.

Methodology: The sample for this study was collected from different schools of Cuttack and Bhubaneswar. The parents were selected from one of the schools whereas teachers' samples were selected from a number of schools. The tools used for study included an Attitude Towards Pre-school Education (Questionnaire for teachers and parents). The statistical techniques used were mean, SD, percentage and chi-square.

Major Findings: (1) The opinions 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-modelling. [KCP 0380]

Also See

Panda, S. 1991. **Effects of certain organismic variables on cognitive style among pre-school children and an analysis of its correlates.** Ph.D., Home Sc. *Utkal Univ.* [KCP 0377] (See in Chapter 8.)

Singh, Bhoodev. 1988a. **Development of tools for identifying creative thinking abilities among pre-school children for their education and proper personality**

development. Independent study. *Sultanpur: Kamla Nehru Institute.* (ERIC Funded). [Author 1340] (See in Chapter 11.)

Sood, Neelam. 1987. **An evaluation of non-formal pre-school education component in Mangolpuri ICDS block.** Independent study. *New Delhi: National Institute of Public Cooperation and Child Development.* [NS 1886] (See in Chapter 29.)