



CHAPTER-II
REVIEW OF RELATED LITERATURE

2.0 Introduction:

This chapter review of related literature presents an overview of the work that has been done in the present field of study. The review of educational research gives an insight into the methodological design, substantive findings of studies done in the field and recommendations for the improvement of a certain field. According to Best and Kahn, (2010) review of literature refers to a summary of previous research of recognized authorities, which provides evidence that the researcher is familiar with what is already known and what is unknown and unstudied. Thus, a review of the literature is one of the important steps in research which provides a guiding framework to carry out the research in the proper direction.

In the present study the literatures have been reviewed from different published sources that includes doctoral thesis, articles, research papers from various journals, books, policy documents and from different published contents from online websites.

In this chapter the literature covers a wide range of studies and it has been arranged and presented based on studies conducted in India and abroad on the following dimensions:

- i) Organizations of pre-primary education program
- ii) Preschool learning & development of skills
- iii) School readiness
- iv) Pre-primary school teachers or caregivers
- v) Parental and family involvement

2.1 Conceptual framework of the dimensions:

Pre-primary education has tremendous significance for the optimum development of children below 6 years of age, when significant learning and development take place. A formal preschool covers a holistic approach; its organizational pattern, learning style, development of skills, the role and activities of teachers or the caregivers, parental and family role and preparedness of the children to primary schooling or school readiness and these can be considered as the core element that requires to frame a good school (Kurian, 2001 & Chuaguo, 2001).

The present study aimed with exploring the complete scenario of the pre-primary education in Assam and that is the main purpose of selecting the mentioned dimensions, to gather a holistic idea about the pre-primary education program. The organizational structure or the pattern of the schools which covers all the three domains infrastructural, social and cultural ethos of the school. The curricular and co-curricular activities that are carried out for the development of the children, the role of parents and their involvement in the children's activity, the caregivers of the preschools and how they are assisting the young kids for formal schooling. Some of the studies that had been carried out in these mentioned field across the globe are as mentioned below:

2.2 Studies conducted in Abroad:

In the present section the studies conducted in international level on pre-primary education has been reviewed and organized as per the mentioned dimensions.

i) Studies related to the organizations of pre-primary education program:

Epstein, Schweinhart, DeBruin-Parecki & Robin, (2004) in the article regarding preschool assessment stated that childhood assessment is a vital and growing component of high-quality early childhood program. It is an important tool in understanding and supporting young children's development. It must employ methods that are feasible, sustainable and reasonable with regards to demands on budgets, educators and children. Equally important, it meet the challenging demands of accuracy and effectiveness for young children. It is a balance between efficiency and validity that demands the constant attention of policymakers – and an approach grounded School Readiness 29 in a sound understanding of appropriate methodology.

Norddahl (2008) described in the article 'what might early childhood education for sustainability looks like' that education for sustainable development should give children the knowledge, values, desire and skills to make decisions encouraging a sustainable future. To attain this, children should have opportunities to learn about and experience diversity of people and cultures, as well as nature, and thereby learn to respect nature and community. Children should also learn to understand how our lives depend on the resources of nature and realize the importance of finding ways to use these resources wisely

and ensure just access to them for present and future generations. Participating in enquiries and discussions about real issues worth solving in children's surroundings is one way for them to learn conflict-solving skills and improve their ability to seek new solutions, make responsible decisions and act upon them.

Hagglund & Samuelsson (2009) conducted a study on 'Early Childhood Education and Learning for Sustainable Development and Citizenship in Sweden' to identify in what way preschool education can be seen as having a specific role in and as carrying specific resources for, education for sustainable development also to discuss how the concept of learning in early education contexts can be related to sustainable development. The study reveals that early childhood education and sustainable development need to consider at least three arenas for inquiry: the preschool as an educational institution and its relation to the educational system as well as to the society at large; the pedagogical practice in preschool, its traditions and challenges in terms of curricula and professional training; issues related to what child and what childhoods we have in mind when making education for sustainable development a reality. Far from a complete agenda for concrete research, this preliminary outline will serve as one step forward in the planning. Importantly characteristic traits in the fundamental ideas of learning and teaching in the preschool tradition, such as the integration of playing and learning, care and learning and the necessary link between experience and learning. An increasing emphasis on a more goal directed education is observed. Since the challenge is to fulfil such a striving without linking it to school subjects in a traditional sense, the object of learning needs to be discussed and questioned. This is particularly important when talking about education for sustainable development.

Bennett & Kaga (2010) carried out a study on 'Integration of Early Childhood Systems within Education' the rationale for this study sprang from the dissatisfaction expressed in many countries during the OECD reviews about the split in services. Because of the split, ministries had ceased to talk with each other: early education had tended to become a junior school and care a question of baby-sitting while mothers worked. In particular, the low qualifications of staff in child care and the suppression of children's natural learning strategies in kindergarten had become matters of concern. Examples of integrated systems

were already available in the Nordic countries to show that such oppositions were not necessary. The integration of early education and childcare is often considered a question of auspices or administration. To the contrary, the analysis of the study shows that to be successful, integrations must go deeper than this. As examples, integration is examined in some countries, in particular, in the forerunners, such as New Zealand and Sweden, and then in some of the newcomers, such as Brazil and Slovenia.

Mtahabwa (2010) conducted a study on ‘Provision of Pre-primary Education as a Basic Right in Tanzania: reflections from policy documents’ this study sought to assess provision of pre-primary education in Tanzania as a basic right through analyses of relevant policy documents. Documents which were published over the past decade were considered, including educational policies, action plans, national papers, the Basic Education Statistics in Tanzania documents, strategy documents, documents representing the views of the people, and the Tanzania Development Vision 2025. Critical discourse analysis guided the process of analysis. The results suggest that pre-primary education has hardly been provided as a basic right. Issues of quality, equity and hearing children’s voices have rarely been considered, particularly as a result of the problems associated with the policy, such as the lack of an implementation plan. Further, it has been mentioned less frequently in some of the key government documents. This brings the current policy closer to politics than policies. The article recommends that there needs to be a consideration of quality, equity and hearing children’s voices at the policy level to realise provision of pre-primary education as a basic right.

Biswas & Haque (2013) in the study entitled ‘Pre-primary Education: A comparative study’ the researchers investigated the role of various governments such as India, Argentina, Nigeria, EU countries in pre-primary schooling. The objective of the study was to analyse and compare the activities of the government of Bangladesh and NGOs in pre-primary sector with the Argentina, Nigeria, EU countries in pre-primary schooling by focusing on the importance of pre-primary schooling in Bangladesh with respect of others developed and underdeveloped countries. The finding indicates that the pre-primary schooling is the most important for universal education not only for Bangladesh but also all over the world. It has been found that in developing countries Argentina's position is

the best and the lowest is Nigeria and in developed countries France, Italy and Belgium have achieved top position and the lowest position is USA in pre-primary education sector in the study. To develop pre-primary education sector each country has been taken several programme or strategy with respect of their native problems. Bangladesh has taken some strategy to develop pre-primary education sector. As a developing country Bangladesh is facing more problems such as political, social, environmental, transport & communicational and overall economical. It has not been able to implemented the taken strategy perfectly anywhere mainly due to the shortage of finance and also for corruptions. So, to implementation the strategy in developing pre-primary education in Bangladesh some of the recommendations have been provided such as establishment of a national coordination committee under the auspices of MOPME, including in its members from all the important stakeholders. And Organizing coordination bodies at the district and upazila level, for expansion and improvement of pre-primary education strategies are suggested to be flexible. Above all, anti-corruption activities are suggested to be increased for a fruitful result from pre-primary education sector.

ii) **Studies related to preschool learning & development of skills**

Kellow (1990) carried out a study on three kindergarten programs: educational experiences in regular and intervention classrooms. This study examined the learning and literacy experiences young children received in a regular kindergarten program, an alternative and a remedial reading program. Recent emphasis on academic curricula and increased achievement expectations have resulted in many educational changes in kindergarten. Such practices often influence the native of kindergarten curricula and instruction. The findings determined these three kindergarten programs were teacher-directed programs which focused on basic skills and mastery level learning. Classroom instruction adhered strongly to district established curriculum goals and guidelines. Young children received instruction from "pencil and paper" packaged curriculum activities. Students were expected to spend long periods of time, during the instructional day, sitting at their tables completing workbooks and practice sheets. Other kinds of learning and literacy experiences

(exploration with print and language, story reading, etc.) were minimal and not viewed as a regular part of the school day.

Hooper (2010) examined the contribution of social-behaviours predictors in African American versus Caucasian students to their reading and mathematical skills. The predictor measures at the kindergarten were correlated with reading and mathematical scores in grades 1, 3, 5 and 8 or 9. The results showed the relative contributions of reading and mathematical skills in the early grades to later academic functioning. Early expressive skills had a positive correlation with reading and mathematics scores. The authors reported a weak association of social- emotional predictors to later learning. Early ratings of aggressive behaviour and internalizing behaviour had moderating effects on later mathematical skills and reading for African- American students.

Sagir (2011) Conducted a study on Reviewing science and nature activities of preschool teachers with the purpose to take teacher opinions regarding practices of science and nature in the preschools. The sample consists of 61 Preschool teachers in Amasya central province, Turkey. A survey and interview method were applied to gather information. The findings of the study show that physical environments in preschool institutes are not adequate for science-nature activities and experiment, fieldtrip-observation and drama are the most common method used by the teachers. The teachers are aware of the importance of science education and its attainments for children, but they have difficulties in preparing activities due to reasons such as materials deficiency, inability to reduce goals and achievements of the program to the level of the group. It was suggested that teachers require support and improvement for in-service education and preschool science and nature education.

Burgur (2014) Studied the ‘Effective early childhood care and education: successful approaches and didactic strategies for fostering child development’. Study attempts to determine strategies that can be used to support children’s cognitive and social-emotional development in early childhood care and education programs. By synthesizing empirical evidence about pedagogical techniques that promote children’s competencies, mainly, aimed to identify those characteristics of programs that ultimately contribute to the effectiveness of early childhood care and education. In particular, the study summarizes

strategies that foster children's acquisition of language, math, and social-emotional skills. It responds to the needs of program staff who struggle to understand and address the numerous developmental needs of young children and it provides concrete guidance for policymakers and management personnel who aimed to design purposeful programs which benefit child development effectively.

iii) **Studies related to school readiness:**

Bailey (1999) in the study importance of transition into school has been explained that Kindergarten is a context in which children make important conclusions about school as a place where they want to be and about themselves as learner's vis-a-vis schools. If no other objectives are accomplished, it is essential that the transition to school occur in such a way that children and families have a positive view of the school and that children have a feeling of perceived competence as learners.

Carlson (2008) examined the relationship between the time students were in physical education and their scores on academic subjects. The sample included students from kindergarten to 5th grade total of 5316 students. Results showed a small but significant gain in mathematics and reading for girls who were enrolled in higher amount of physical education. There is a significant association of fine motor skills to school readiness along with other factors of cognition and achievement. Gross motor skills had less association with school readiness.

Dotterer (2012) examined the 'Link between socioeconomic status and school readiness'. In the present study, whether and financial stress influenced the association has been tested. Sample comprised 164 mother-child groups from African-American and European-American families. Findings showed that maternal sensitivity mediated the link between socio-economic status and school readiness only for European Americans. Negative or intrusive behaviours from the mothers was a mediator between SES and school readiness for both groups. The results indicated that the effects of parenting behaviours can vary by racial groups and thereby enhance or affect school readiness significantly.

Hatcher (2012) in the article 'Beliefs about readiness and the role of preschools in readiness among parents and preschool teachers' indicated shared perceptions of readiness

and the parents and teachers reported readiness to be shown by social and emotional development, achievement of academic skills, and familiarity with routines in school curriculum. The teacher's perception of school readiness and the curriculum they follow has been shown to have a positive effect on school readiness and kindergarten learning.

Lervag (2012) has done 'A meta-analytic review of relationships among the components of phonological skills and word reading skills. Results reported that phonemic awareness was correlated with the ability to read words. The findings showed the pivotal role that phonemic awareness plays as a predictor of reading development. These studies show that children from bilingual homes have delays in mathematics and reading and the children from bilingual home who begin schooling in English have a disadvantage unless adequate training is provided to bridge the gap in learning.

Rachelle (2012) discussed the importance of executive functioning in enhancing school readiness. The authors stated that the executive functioning is an important predictor of school readiness, as it has a significant effect on academic, social and behavioral domains.

Perricone (2013) investigated the 'Preschool readiness and presence of learning disabilities in moderately preterm children at preschool age'. The theoretical model checked linguistic comprehension and expression, memory based cognitive skills and motor coordination skills, pre- literacy and mathematics. The study included an experimental group of fifty-five children who were born moderately preterm children without any obvious clinical neonatal complications and low birth weight. The control group consisted of 55 full-term children who had no pre- and perinatal complications. This study showed that children who were born preterm and had low birth weight scored statistically lower on metacognition measures, memory, orientation and visual motor coordination and pre-mathematics.

Pentimonti (2014) studied 'School readiness in children with language impairment and its association with home and classroom characteristics.' Sample comprised 136 children with language impairment results showed that the school readiness in children with language impairment was associated with the quality of their classroom experiences. Children who

received better instruction and emotional support in their classroom were more likely to have higher school readiness skills.

iv) **Studies on parents and family involvement:**

Fasina (2011) Conducted a study on the role of parents in early childhood education: A case study of Ikeja, Lagos state, Nigeria. The main objectives of the study were i) To examine the impact of Parents in early childhood education ii) To investigate if the socio demographic characteristic of parents have iii) To examine the factors effecting parental involvement in early childhood education. Population was taken from primary government and non-government school. A simple random sampling technique was adopted in selection of sample. The findings of the study reveals that the children were most likely to perform better in their early childhood education with adequate participation of parents and it indicated significant relationship between the learning environments of the child education. And the overall attitude of the respondents was moderately favorable and positive towards schooling and education of their children. The findings also shows that there was no significant difference of tribal and non-tribal parents.

Majzuba & Salimb (2011) Conducted a study on 'Parental involvement in selected private preschools in Tangerang, Indonesia'. The study was conducted with 294 parents whose children attended 6 selected private kindergarten to measure parental involvement in preschool education. The findings indicated that parental involvement was at low level. The result of one-way Anova analysis showed significant mean differences in parental involvement according to types of kindergarten. This study implies that principals need to have open policy and support parental involvement, arrange more structured parental involvement program, provide teachers' training and programs that can improve parents' participations through preschool education. It has been recommended that a government policy or guidelines is require to implement parental involvement program and fund to support preschool finance and encourage employers to give time for mothers to attend school activities.

Sema & Nese & Tulin (2012) carried out a study on the effect of parental attitude and mother's psychological well-being on the emotional and behavioral problems of their preschool children in Turkey the main purpose of the study was to examine the association between emotional and behavioral problems in preschool children and maternal attitudes. The sample consisted of the mothers of 204 preschool children attending different preschool in Ankara, Turkey. Tool of this research was parental attitude research instruments, the beck depression inventory, and trait anxiety inventory and the child behavior checklist. Results revealed that mothers rejecting attitudes towards family life and child raising styles were also found to be closely associated with the emotional and behavioral problems in their children.

McDowell, Jack & Compton (2018) Conducted a study on 'Parent involvement in Pre-Kindergarten and the effects on student's achievement.' The main objective of the study was to investigate how parent involvement affects student achievement and academic success in Pre-Kindergarten. It was hypothesized that parents who display higher levels of involvement will have children who perform better academically. The sample of the study comprises 26 preschool children and parents. Results of the study indicate that invitation from school was statistically correlated with role construction and parent self-efficacy but that student achievement was not statistically correlated with any of the scales from the parental involvement survey. Because the results were based on self-report and included a relatively small sample size, the outcomes of the study may not align with the majority of published studies pertaining to parent involvement and student achievement, due to its subjective nature. And for some students, there may be other factors that are more influential than parent involvement.

Sandstrom, Lundqvist, & Axelsson (2019) Conducted a study on 'Parents ideal type approaches to early education pathways: Life stories from Sweden'. In this study 27 parents were asked to narrate story about their children, their children's preschool and preschool class; their children's educational transitions; and their own cooperation with staff. The views of parents were collected by way of life story interviews. The results revealed that more than half of the children were described as typical in terms of development, while a few were described as being gifted and talented by their parents and

about a third had special educational needs. More preschools than preschool classes were considered to be high in quality and more preschool home collaboration than preschool class-home collaboration was felt to be high in quality. This study has relevance for preschool and preschool class teachers, special educators, policy-makers and researchers in inclusive and special education.

v) Studies on pre-primary school Teacher's or care-givers:

Freeman (1996) surveyed early childhood teacher educators and a curriculum for pre-service teachers. The first part of this research examined the emphasis placed on the National Association for the Education of Young Children (NAEYC) code by members of the National Association of Early Childhood Teacher Educators (NAECTE). Teacher Educators were surveyed using the author's Survey of Instruction in Professional Ethics (SIPE) to determine if professional ethics was an explicit objective in their courses, and how much emphasis ethics received in the curriculum. Text which was commonly identified by respondents to the SIPE were examined to discover their treatment of professional ethics. Results indicated that about 80% of the respondents identified professional ethics as a course objective, but that ethics were usually a minor component of the pre-service curriculum of early childhood education students.

Antoinette (2013) made a study entitled 'Pre-primary education from the perspective of the capability approach: An empirical investigation into teachers' beliefs and self-reported practices.' The main objectives of the study were to formulate a theoretical model informed by current literature to depict the interrelation among the teacher capabilities based and performance-based beliefs and practices. To develop an appropriate instrument for investigation of teacher's capabilities-based and performance-based beliefs and practices. To test the model empirically used SEM and quantitative data analysis. The data from the empirical quantitative study with 341 Greek preschool teachers as participant recruited from 3 training programs of beginner teacher purposively selected based on their regional diversity were used in order to test the occupational model by employing structural equation modelling (SEM). The analysis of the result was brought forward those years of experiences negatively affects performance-based beliefs, suggesting that more

experiences teacher got, the more their performance-based beliefs decreased. On the contrary, administrative control and decision attitude positively affected teacher's performance-based beliefs, therefore, the higher they were the more teacher tend to endures performance-based beliefs, it did not impact differentially on the formation of capabilities based and performance-based beliefs.

Ebra (2021) in the study 'An examination of adaptation levels of children in terms of the variable of teacher- child communication' aimed to examine the adaptation levels of the 60–72 months old children in terms of teacher–child communication. The research sample consisted of 15 preschool teachers and 190 children. In the study, adaptation sub-dimension of child behaviour evaluation scale and teacher–child communication scale were used as data collection tools. The data obtained from the study were tested with Pearson correlation test and multiple regression analysis. It was determined at the end of study that there was a statistically significant relationship between the adaptation levels of the children and the teachers' speaking, listening, empathy, message, nonverbal communication and total teacher–child communication skills. It was also understood that teacher–child communication total scores and speaking, listening, message and nonverbal communication sub-dimensions were the significant explanatory for the adaptation levels of children, but empathy skills were not explanatory for the adaptation skills by themselves.

Lammer &Hand (2022) conducted a study on Early childhood science Teachers' epistemic orientations: A foundation for enacting relational care through dialogue. In this study focus has been given on an explanatory sequential mixed-methods design to examine the views and practices of 33 early childhood teachers. Data sources included teachers' written reflections on a professional workshop, interviews, and responses to a survey measuring their Epistemic Orientations. Findings suggest that most early childhood teachers were oriented toward knowledge replication, not knowledge generation, which limits their ability to use dialogue as an epistemic tool. Relatedly, most teachers who were oriented toward knowledge replication expressed views consistent with the virtue of care, while teachers oriented toward knowledge generation described enacting relational care with their students as they used dialogue to support and challenge their scientific explanations. Implications of this study indicate the importance of early childhood

teachers' Epistemic Orientations as a foundational component of how they engage in science teaching through dialogue and their willingness to teach in ways aligned with curricular reforms.

2.3 Studies conducted in India:

In the present study the studies that are carried out in Indian context related to pre-primary education has been reviewed based on the mentioned dimensions.

i) Studies related to organizations of Pre-primary Education program:

Singh, Gopal & Murty (1978) conducted an evaluation study of Balwadis in India. In this study, reasons given by parents of beneficiaries for sending their children to balwadis were attainment of 3R's followed by acquisition of good habits, development of creative abilities, personal hygiene, children being cared for in the absence of parents, provision of nutritional supplements, persuasion by others and advantages for later schooling. Parents from Gujarat, Karnataka and Tamil Nadu were more aware of the multiple advantages. As many as 42.7% of parents of non-beneficiaries did not give any reason for not sending their children to Balwadis, others indicated lack of escort, parents' lack of interest, inaccessibility of Balwadi and inability to bear expenditure as some of the reasons; some others gave caste discrimination, refusal of admission, uncongenial atmosphere in the Balwadi, unsuitable timings, poor programme 58 and lack of nutrition programme as some of the reasons. In more than 90 per cent of the cases, the Balwadis were located within a distance of half a kilometre from the houses of the beneficiaries. Further, the study also revealed that parents of beneficiaries and ex-beneficiaries perceived the main activities of Balwadis as singing and dancing while parents of non-beneficiaries felt they were reading, writing and playing sometimes, most parents of the three groups were unaware of other activities.

Laltanpuui (1988) conducted a study on preschool education programme in Mizoram from historical and empirical perspectives. The objectives of the investigation were to study the development of preschool education in Mizoram and to examine the various aspects of the programmes in the preschools of Aizawl town. She reported in her findings that: (a) most

of the teaching staff of the preschools were neither trained nor qualified for there was no provision for them to receive training; (b) no proper scale of pay was adopted for preschool teacher; (c) ninety per cent of the preschools surveyed were found 47 lacking spaces for play and recreational activities. This study exposed that method adopted for teaching and other activities were traditional and young children were burdened with heavy load of home assignment; (d) there was absence of common curriculum thus, each school had to follow its own activities and method, and as a consequence the teaching at the preschool level became disorganized and disoriented.

Pankajam (1990) conducted a study on child care services in Tamil Nadu. This study showed that the child-care services of children in the age group of 2-5 years were impressive as the State had achieved minimum level of provision for all children; the State now needed to pay more attention to the under twos and also to improving the quality of training of the child-care workers.

Lyngdoh (1996) examined the development of preschool education in the state of Meghalaya. Care studies of selected preschool in Shillong city were carried out and the various aspects of pre-primary education offered in the schools were analysed. The study reported that (a) the private schools do not follow a common curriculum not do they have adequate facilities; (b) management boards of preschool in Shillong constituted close relatives and the schools were run without proper infrastructure; (c) teachers in the preschools do not have special training for pre-primary education; otherwise, were found to be well qualified; (d) there was no uniform pay scale for preschool teachers. The investigation revealed that the pay scale ranged from Rs 400 to 2800 per month. (e) Most teachers adopted the play way and storytelling in combination with other method. Children were also burdened with home assignment. The preschools surveyed for the study were not found having sufficient space for play and recreational except for one school which was a residential school.

NCERT (1996) as their outdoor play space is safe for children due to either fencing around it or its natural settings. ii) In respect of furniture for children, all the private and public sector preschools are not in conformity with the desired standards all the private preschools are not in conformity with the desired standards as their heads and teachers are untrained

in ECE in spite of their fulfilment of either essential or desirable educational qualifications of Class X or XII and a graduate or post-graduate respectively. iii) The position of public preschools is also not satisfactory many of the Anganwadi workers are under class VIII and most of them are untrained. Most parents from both private and public preschools expect that preschools should appoint only those as teachers who have at least P.U. or equivalent qualification. iv) The parents of private and public sector preschoolers respectively, which is a clear indication of the ignorance of parents about the right qualities to be expected from preschool teachers.

Chuaungo (2001) conducted a study on an analytical study of Preschool Education in Mizoram. The main objectives of the study were to i) To analyze the existing conditions of pre-primary education in light of desired standards in relation to physical structure and facilities, equipment and materials, teaching staff, admission, programmes, records and registers. ii) To study parents' reactions to and expectations from both the private iii) To make suggestions for the improvement of preschool education. The sample of the study comprises 50 preschools from private sector and 50 preschools from public sector and 3 parents from each school in Mizoram. The findings of the study shows that i) Majority of the preschools are not in accordance with the desired standards as they are located either just adjacent to the main road which is not safe from traffic or in the foothill down the main road or on top of the hill, not safe and not easily accessible to the children.

Blateford (2003) conducted a study on the Evaluation of early year's education and training in the ICDS in India with the purpose to review the non-formal preschool component of the ICDS Programme. Findings revealed that there was little doubt that I the improvement and developmental facilities provided by the ICDS. ICDS is integrated into the concept and at a policy level, but not in practice due to many problems. The problems have been found as the size and construction of Anganwadi centers, infrastructure, scarcity of play materials, outdoor play-difficult for roadside Anganwadis.

Syiem (2009) studied on the functioning of the schools catering to early childhood education in greater Shillong and he came out with the conclusion that most of the preschool in Shillong was running without adequate financial support from government,

teaching-learning materials was not sufficient in most of the preschools and lack of teacher training centres were observed.

Manhas and Qadiri (2010) in their study ‘A Comparative Study of Preschool Education in Early Childhood Education Centres in India’ compared Anganwadi and preschool centers with regard to infrastructural facilities, nature of early childhood education and developmental activities carried out at the centers. The findings of the study were that all the Anganwadis were housed in rented buildings in one room and all activities from preschool to other services were carried out in the same room. On the other hand, the majority of the preschools had either three or more rooms for various activities. It was found that none of the Anganwadis had provision for a wide area and only a few had toilet facilities whereas the preschools were better equipped with basic amenities like a playground, ventilation, and lighting. Anganwadis were ill-equipped in providing adequate facilities for children i.e., the physical environment was not found to be conducive for learning. Anganwadis were found to use only play way methods at imparting early education while preschools used both play-way and formal teaching methods

Rao (2010) in the study ‘Early Childhood Education in Medak,’ tried to find out the awareness of Anganwadi workers on the importance of early childhood education and child development. The findings were that 35% of days’ time of AWWs was spent on preschool activities and 64% of the time in non-preschool activities. The last training the AWWs had on preschool education was two years back. All AWWs underwent job training and refresher course which were focused on health, nutrition, administration and basis of PSE. AWWs were found to express their need for further training on activity-based teaching-learning materials. Majority of the AWWs lacks clarity on different domains of development and on the use of play learning materials. The findings also mention that other services of ICDS were demanding on their time and that the AWWs had no planning of activities on inclusion and on identifying them.

Chopra (2012) conducted a study entitled A study of early childhood program in Delhi. The main objectives of the present study were to study the variance of provisions provided to children by the different categories of early childhood programmes and to identify the different curricular approaches followed by the different categories of early childhood

programmes. And to study the rationale and the process followed in curriculum development in each of these categories of early childhood programmes. The result of study shows that the positive impact of early intervention and both short-term and long-term gains of an early childhood programme. However, mere participation in an early childhood programme is not sufficient. The quality of the programme attended by the children at this stage is also crucial. The various provisions provided by the programme to the children determine the quality of an early childhood programme. Curriculum seems to be the basic variable that influences the provisions provided to children in an Early Childhood Care and Education programme and in turn determines the quality of the programmes for children. This article was an attempt to study the variability of provisions provided and curriculum implemented in different early childhood programmes.

Choudhary (2012) in the article ‘Policies and Programmes on ECCE in India: An Evaluation’ stated that till India’s Independence, voluntary agencies and private institutions primarily fulfilled the need for ECCE with respect to Preschool Education (PSE). The first government initiative started grant-in-aid scheme for 33 voluntary agencies to set up Balwadis for less privileged children. In 1974 the central government launched the ICDS and Early Childhood Education scheme was introduced to reduce the primary school dropout rate and improve retention rate. The author stated that the ICDS programmes meant for rural tribal population includes a package of health, nutrition and Preschool education focus has been more on feeding rather than teaching. A positive trend in India is the growing demand but there were huge variations in the quantity and quality of ECCE programmes.

Choudhari (2012) in the article Emerging challenges in Early Childhood Education: A Psycho-Social Perspective stated that Early Childhood Care and Education (ECCE) provision in India is available through three distinct channels namely: public, private and non-governmental. Government efforts, the ICDS caters to Early Childhood Education (ECE) of socio-economically weaker sections. Therefore, there is inadequate access and inadequate quality of Early Childhood Education through ICDS. On the other area in the private sector, ECE is of great pressure, overburdened with unrealistic expectations, monotonous, tension, practicing of 3Rs and competition for seats. Thus, there need to be

quality issues in government sector for infrastructure facilities, trained workers, minimum standard and norms for ECE and regulation.

Kaushal (2012) in the article ECCE Initiatives in India- Provisions and Challenges mentioned about investment in the overall development of young children that was articulated as a priority soon after independence. The article stated that Early Childhood Education was not articulated in itself for the first twenty years after independence. Successive five-year plans, understanding and appreciation of ECCE have undergone major changes i.e., from child welfare to child development. The eleventh-year plan stated that preschool education component of ICDS was very weak and ECCE was most valuable in the sections of society and least voice in the political process. The ICDS initially operated under the MHRD but now all ECCE responsibility shifted to the MWCD (2006) and supported by UNESCO/ UNICEF/ World Bank.

Jarvie (2012) carried out a study on ‘Qualitative research in early childhood education and care implementation’ argues that some of the key challenges in ECEC today require a focus on implementation. For this a range of qualitative research is required, including knowledge of organisational and parent behaviour and strategies for generating support for change. This is particularly true of policies and programs aimed at ethnic minority children. It concludes that there is a need for a more systematic approach to analyse and reporting ECEC implementation along the lines of “implementation science” developed in the health area.

Kaushal (2014) in a Case Study of Mirambika: A Child-Friendly Approach to Preschool Education made observation of the school ‘Mirambika’, an alternative school run by Sri Aurobindo Ashram, New Delhi. Mirambika was instrumental in spearheading the educational development and provides a training ground for educators from all over India. The main objective of the school is to enable the child to realize their potential and to develop learning by not bombarding the child with mechanical book learning. Hence the main focus on the child is a school without homework’s, examination grades and ranking. It was seen as a child centered school bringing about a progressive unfolding of the whole person. It is a school that does not look like a cage when it comes to infrastructure, a peaceful yet dynamic environment. Here learning takes place everywhere starting from

playground to veranda to classroom to dining hall. There is no fixed work for the children of the same age and children get to know of their responsibilities.

Singh & Singh (2015) in the study 'ECE and Quality Education for All' addressed the status of Early Childhood Education under ICDS. The article states that according to ASER (Annual Survey of Educational Reports 2011) there were 456,994 ICDS centers in India. The minimum qualification of AWW is 10th or 10+2 in most states, but they do not have any grounding in the pedagogy of early childhood education and were not able to prepare children for primary education.

NCERT (2016) in 8th All India School Education Survey (AISES) reported that there were 655493 pre-primary institutions in the country as of September 2009 and out of this 92.20 % are in rural areas. There were 30434 Balwadis; 591632 Anganwadis; 15924 Early Childhood Centers; 10237 pre-primary schools having LKG/ UKG/ Nursery classes. Moreover, in these pre-primary institutions, there were 802007 teachers employed out of which 95 % were female teachers and a majority of them were employed in the Anganwadis.

Hangsing (2017) in the study of preschool education analysed the existing conditions of pre-primary schools relating to physical structure and facilities, equipment and materials, the procedure of admission and school programme. The findings revealed that a limited space was available in almost all the pre-primary schools for outdoor activities while outdoors activities and materials were absent in most schools. It was also found that some centers conduct simple oral test and interviews for children regarding admission procedure and that all schools emphasized on the teaching of 3Rs while for examination or evaluation all schools used formal test type of evaluation.

Nikhla (2018) conducted a study on the Status and Problems of Preschool Education in East and West Khasi Hills Districts of Meghalaya the main objectives of the present study were to analyze the curriculum and practices followed by the Preschools in terms of preschool activities and program structure. And to examine the methods of teaching followed and the assessment procedure adopted. To study the teaching-learning materials and play-learning materials used. and to find out the facilities where Preschools are conducted in terms of a. Physical Infrastructure b. Instructional facilities available c.

Maintenance of Records and Registers. The sample comprises of Pre-primary, Head of Pre-primary schools, Anganwadi workers (AWWs), and Supervisors or In-charge of Anganwadi Centres of East and West Khasi Hills district of Meghalaya total no of the sample is 800. the findings show that there is no consolidated data available to enable an accurate assessment of the extent of provisions for preschool education in Meghalaya in general and in East and West Khasi Hills Districts in particular. The present data attempted to collate data from available sources for the 3 to 6-year-old children enrolment and participation, status, and trends. The current position in AWCs though indicates a shade of progressiveness by making AWWs avail opportunities for training. On contrary, a bleak picture is painted when training for managing pre-primary children is considered. Training offered is more related to job efficiency while the preschool component does not find rightful positions in the ICDS training programmes.

Rao (2021) In the article fostering equitable access to quality preschool education in India: challenges and opportunities: focused on the provision of center-based preschool education for children ranging in age from 3 to 6 years in India. It estimates access rates to various services and highlights issues related to equitable access to preschool services and the quality of preschool education. Here it has been discussed that millions of young children in India are failing to achieve their developmental potential and this paper has considered the context of PSE in India. The government's policies are laudable and in line with international trends. However, there is a big gap between policy and its implementation. There is considerable opportunity for India to meet international and national targets related to PSE. Central to meeting national targets is the enforcement of both the National Education Policy 2020 and quality standards. Statutory regulation and licensing of preschools and mandatory inspection processes for monitoring implementation of quality standards are necessary. The increase in public funding to improve infrastructure and educational resources, prioritization of professional development for the early childhood work force, and the use of new technologies and partnerships with the private sector are also, essential to ensure equitable access to quality PSE for all children.

ii) Studies related to preschool learning & development of skills

NIPCDD (1980) conducted an impact study of preschool education in the ICDS. One of the major objectives was to study the perception of parents regarding the preschool education component of the ICDS. The study showed that about 96% of parents of non-beneficiaries were aware of the existence of and Anganawadi in their area, yet they did not send their children, only 30-35% of the parents understand the importance and need for preschool education and socialization of children i.e., teaching them to sit properly in place etc. were among the expectations of parents from the Anganawadis.

Mahanti, Banamali & Hejmadi (1992) studied on effects of intervention training on some cognitive abilities of preschool children and concluded that the experimental and control groups of children were to differ significantly from each other in the intelligence and creativity scores and 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 two other experimental and control groups.

Manjuvani (1995) performed a study on effect of enriched experiences through play materials on the performance of preschool children on simple perceptual tasks. A sample of 30 preschool children from two preschools were selected for the study. The children of one preschool were designated as control group and the other as experimental group. The experimental group children were given particular play materials over a period of 30 hours. During pre-test no significant results were noted. Children of experimental group showed better performance in copying geometric forms in post-test compared to pre-test. Enrichment has significantly reduced the colour naming errors and facilitated form and colour discrimination of experimental group. Enrichment through play materials favoured the perceptual discrimination based on task.

Foorman (2002) wrote that emergent literacy is secondary to oral language. They highlighted the importance of a language rich preschool and recommended that schools should teach phonologic sensitivity and letter knowledge ways that enhance development. The association between oral language and emergent literacy is significant. While oral language and emergent literacy is correlated, the difference in the native language and early reading has also been studied.

Subhash, Suresh and Ram (2010) in their article ‘Role of Play in Enhancing Cognitive and Language Development of Children’ explored the importance of early childhood in the natural environment to engage children with concrete and meaningful activities that enhance physical, linguistics, emotional, social and cognitive development as well as meta-cognitive, social cognitive and problem-solving skills.

Romano (2011) examined the effect of kindergarten literacy and math skills, attention, and socio-emotional behaviours on 3rd-grade mathematics and reading outcomes in 1,521 children. Results showed that mathematics, literacy and attention predicted academic scores in higher grades with math being the strongest. It has also found that the significant predictors of mathematics and reading in 3rd grade were socio-emotional behaviors in kindergarten specifically, hyperactivity, impulsivity, pro-social behaviour, anxiety and depression. There were several significant associations between early and later socio-emotional behaviours. These findings supported the importance of socio-emotional behaviours as indicators of current success in school and predictors of later school success.

Grissmer (2014) included a general knowledge test to study the relationship of the various domains of school readiness and achievement in higher grades. The study concluded that attention and, fine motor skills, were stronger predictive factors than scores on math and reading. And the test of general knowledge was a strong predictor of competence in reading and science. This had a significant effect on the prediction of later mathematical skills

Roebbers (2014) conducted a longitudinal study to measure the relation between cognitive, motor performance and child’s academic achievement and school transition. The children were assessed on fine motor skills, executive functioning and non-verbal intelligence. The performance on these domains was used to predict achievement in mathematics, reading and spelling in preschool. Result revealed that fine motor skills, executive functioning and non-verbal intelligence were significantly interrelated. It was also noted that executive functioning facilitates the motor-cognitive connection which is positively related to later school performance.

Yadav (2014) in the study ‘Teaching English Language in Early Grades’ supports children learning English as a second language in early years. The study provides information about second language learning among young children from 3 to 6 yrs. It was stated that children

in tribal areas enter directly into a primary school that used the state language and face great difficulty resulting in their inability to read the state language with comprehension even after Class V. This study was an outcome of learning happened out of experience in the area of ECCE and exposure to field visits. The paper states that it is important to expose children to a lot of spoken English.

Ziol & Guest (2014) examined the relation between multiple geographical moves and the behaviour, language repertoire and early literacy skills at age 5 in 2810 children. The findings showed that moving residence three or more times in a child's age of 0-5 years life, is significantly associated with increase in inattention and internalizing and externalizing behaviour, mainly among children from disadvantaged situation.

Kemple (2019) Conducted a study on 'The impact of a primary prevention program on preschool children's social-emotional competence' with the sample of 37 subjects conducted a quasi-experimental study compared children who were exposed to a 28-week programme designed to prevent aggressive behavior teaching pro social skills and social knowledge. Children in the experimental group increased significantly in teacher-ratings of co-operation, assertion, self-control and total social skills as well as in social knowledge as measured through an interview procedure. Children in the comparison group showed no significant improvements. Neither group showed changes in teacher ratings of experimental group also showed reduction in observed aggressive behavior, while the comparison group did not. Changes within the experimental group differed according to whether the teacher had initially identified a child as high or as low in social competence. High competence children showed significant increase in cooperation, assertion, total social skills, and social knowledge. Results show that the quasi-experimental support for the effectiveness of the program, and suggest that changes are due to the program, rather than maturation.

iii) Studies related to pre-primary school teachers or care-givers:

Yasodhara (1991) examined the attitudes of parents and teachers towards preschool education. The work pertained to the study of the attitude of parents and teachers with regard to the objectives and curriculum of preschool education and the priority group of children in need of pre schooling. The study found that there was a need to educate them

as they did not have a clear idea regarding the purpose of preschool education and their role in the children's life

Debata (2010) carried out a study entitled 'a comparative study about the views of preschool and primary school teachers on preschool education'. The main objective of the study was to compare the views of preschool teachers with respect to need, importance and objectives of preschool education. Sample of this study is 200 teachers which 100 were preschool teacher and 100 were primary teacher. Tools of this study were interview schedule developed by researcher, observation and focused group discussion. For the data analysis ANOVA method was used. Results revealed that all teachers irrespective type and level agreed with significant difference in their views about need, importance and necessity of preschool education for a good beginning of primary education and primary school did not vary to a significant level with regard to physical facilities required for a quality improvement of preschool education.

Abraham (2011) presents an article on 'Teacher Education in Early Childhood Care and Education: Issues and Concerns' which opined that for quality ECCE programme- staffs are important factors, yet this aspect is neglected. In many of the ECCE programmes, the education component was neglected as they were reduced to mere feeding centers and there were untrained teachers for ECE.

Hangsing (2013) studied the educational problems and prospects of pre-primary school teachers in Arunachal Pradesh by using a descriptive survey. The results pertain to different aspects of the professional growth of teachers. The study affirmed that the majority of teachers teaching at pre-primary levels were professionally untrained and at the same time they did not have short-term in-service training programmes. Also teaching aids were not available or sufficient for use and that majority of teachers do not use audio-visual aids in their classrooms. A positive indicator which was revealed in the study was that teachers were satisfied with their status in the society and was not facing any problem with the students and their parents in carrying out duty as a teacher. It was indicated that the majority of them did not get the opportunity to upgrade their knowledge by attending training programmes, seminars, workshops and conferences.

Commodari (2013) evaluated the attachment of preschoolers to the preschool teachers and its association to school readiness, and the risk for developing learning difficulties. 152 pre-schoolers were assessed in this study. The results demonstrated that attachment to preschool teachers has a positive co-relation to linguistic development, and psychomotor skills required for functioning in school.

iv) Studies related to parents & family involvement:

Sarojini (1971) from her study of the attitudes of rural and urban parents toward preschool education came out with the following findings: (i) All the parents recognized the importance of pre-primary education with a view that primary education preceded by pre-primary education led to better adjustment. (ii) Majority of the parents preferred domestic type of disciplinary techniques in preschools, mother tongue was the favorite medium of instruction. (iii) Pre-primary education should start at the age of three years with a duration of one to two years. (iv) In the curriculum, preference was given to cleanliness, teaching of better habits, rhymes, stories and play. Affection and patience were considered to be the important qualities of a preschool teacher. (v) Urban parents were satisfied with school conditions and feeding programme 56 whereas rural parents were dissatisfied. In general, it was found that as income and education increased, importance given to the pre-primary education also increased.

Duhan & Kaur (2000) conducted a study on behavioral problems among the preschoolers: Emergent need for counselling'. This study revealed that family was the main source of child's formation of behavior pattern. The parental attitude and behavior towards child, their relationship with in family all made important contribution in moulding child's personality and behavioral pattern and emotional reacting in specific. Thus, it has been recommended that the parent should realize the importance of parenting style and agencies involved in community development should stress upon appropriate parenting in community development strategies.

Sucheta (2001) conducted a study on Designing, developing and implementing an educational package for facilitating the first transition from home to preschool. The objectives of the study were to study the opinions and anxieties of parents and the behavior

of children during the transition from home to preschool, to find out the expectations of the parents have from teachers and vice versa during this period of transition and of study the transition program of various private schools of Vadodara city. The sample for the present study consisted of three groups, the preschool teachers of the selected schools, the children attending the nursery sections, and the parents of the children attending the nursery section. The sample comprises 34 children from play centers and 34 parents of these children and 20 teachers from the schools. The results indicated how necessary it is for a parent to realize the importance of preparing the child for the transition from home to preschool and also to know the correct ways of dealing with children which would help them prepare well. If done accordingly this transition would be less difficult and traumatic and less stressful. The school is a more formal setting with the same teacher being shared by a number of peers and this influences their behavior. The parents felt that in school children were more shy, quiet, withdrawn, conscious and less mischievous in contrast to what is normally seen in the home situation.

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Gupta (2010) conducted a study to examine the attitude of parents & mothers towards population education. The total sample of this study was 400 urban & rural secondary school teacher and 400 urban & rural secondary school student parents. Tool of this study was population education scale was developed by the investigator. Results indicated that male & female group of secondary school teachers having average level of attitude. Rural and urban area parents were positive attitude. Male and female secondary school teacher both of urban & rural area have been showed similar attitude.

Sambhajirao (2012) pursued a study entitled 'A Study of the Parent Child Relationship and Parental Attitude in single child family with reference to late childhood' sample comprised of chosen 200 single child families were selected from urban and rural areas in the Aurangabad district. Beside 200 children have taken from the both areas. The children age consists of range in between 6 to 13 years also primary and pre-high school going children were selected by difference schools from Aurangabad city and district. Data was analyzed using ANOVA and the findings shows that Parental attitude is high in mother than father towards their children in urban and rural areas single child family. There is no significant difference in parental attitude of urban and rural towards to their boys in single child family and the parental attitude is high in urban parents than rural parents towards to their girls in single child family.

Nirmala (2014) conducted a study on Effect of the Parental Attitude on the Psychosocial Characteristics of the Urban Rural and Tribal children. The main objective of the study was to study the parental attitudes of parents from urban, rural and tribal background and to determine its effects on the psychosocial characteristics of their children. The selected psychosocial characteristics were mental age, social maturity, anxiety, self-concept and level of aspiration was measured. The sample consisted of 300 school children from urban, rural and tribal schools from Telugu medium schools. Boys and girls were selected randomly from 4th and 5th class. Their parents were also included in the sample. The data was analyzed by calculating of means, standard deviations; later other statistics like ANOVA step wise regression and multiple correlations were used. Result of this research shows that urban and tribal parents were similar in their attitude when compared to rural parents. and it was the democratic attitude of mother which emerged on the merit

determining factor is shaping the 'self-concept' of children followed by mothers over demanding, accepting and rejecting attitude.

Sajida (2016) made a study on Perception of parents about early childhood education. The objectives of the study were to understand the perceptions of parents about appropriate age of child at time of admission in Pre-Primary school and to understand the importance of pre-primary education. The descriptive survey method was adopted and with the help of snow ball sampling technique the investigator conducted the study in different areas of Islamabad on 21 respondents. The data were gathered from 20 parents whose children were in Pre-primary schools. The major findings of the study reveal that 3-4 age is the most decisive period for child to admitted in Pre-primary school and majority accepts that early childhood education is very important to make the child's foundation stronger.

Bhatt (2021) carried out a study entitled 'Parental attitude and parental satisfaction towards preschool education in context of gender, types of family and educational level' to examine the parental attitude and parental satisfaction towards preschool education in context of gender types of family and educational level. For the research work researcher selected 480 parents whose children studying in nursery, junior K.G, and senior K.G with the help of purposive random sampling techniques from different schools of Ahmadabad. For the data analysis t-test, ANOVA and correlation was used. The results revealed that there is significant difference between gender and educational level of parents in parental attitude. There is significant difference between 10th and 12th educational level of parents in parental attitude. There is significant difference between educational level of parents in parental satisfaction.

v) Studies related to school readiness:

Sandra (2013) assessed the predictive factors of school readiness in mathematics and literacy. Findings shows that child care experience, family structure and parenting, home environment, learning-related abilities social behaviours; number and literacy-based activities and health and socioeconomic status were associated with school readiness. Risk factors that were reported from this meta-analysis were low birth weight, prematurity or general health problems, and socio-demographics variables such as gender where boys

struggle more than girls, low education level of mothers or the occupation of the head of the family.

Herndon (2013) investigated whether expression and the ability to regulate emotions were associated with school readiness. Behaviours of children in Head Start Programs and child-care centers were observed and compared to teacher's ratings. Result shows that emotional expression and regulation were associated with school adjustment and social and emotional readiness in the positive direction.

George (2015) conducted a study entitled A study to identify School Readiness in Preschool children 3 to 4 Years. This study aimed at finding the prevalence of children who are ready for school, both by gender and age. The study also aimed to study if the predictive factors for children who were not ready for school was different when compared to children who were ready. The present study highlighted the importance of school readiness in the Indian school setting. The prevalence of school readiness being lower than in other countries creates the need for regular assessment of the school readiness of children when they are young and before they join school. The findings of the present study validate the influence of teacher and school factors and home and parent factors on school readiness. This study has far-reaching effects on children in India in that it has identified variables that individually or together influence school readiness in young children. Further research and development of programs that target the variables and promote school readiness in young children will bring about a generation that is academically enabled and socially competent. The principal goal of education in the schools should be creating men and women who are capable of doing new things, not simply repeating what other generations have done; men and women who are creative, inventive and discoverers, who can be critical and verify, and not accept, everything they are offered.

2.4 Studies conducted in Assam:

A very few studies have been found in Assam on Pre-primary Education which is why the present scenario of pre-primary education is yet to be explored.

Some of the studies conducted by different investigators found from Assam region has been mentioned below:

Deka (1982) studied the organization of pre-primary education in Assam. A number of shortcomings including - lack of co-ordination of activities by the preschool institutions, shortage of competent, qualified and trained educational administrators, absence of proper health care, prevalence of uncongenial environmental conditions, inadequate facilities for the training of personnel for preschool education for long term as well as short term course, high child-teacher ratio, near non-existence of children's books and teacher's manuals and other teaching aids in Assamese language were revealed in this study.

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

Goswami (1994) conducted a study to see the impact of preschool education on the social development of children between the age of 3 and 6 years. The main objectives of the study were to find out whether preschool education help in fostering social development of children, to find out whether there is any relationship between the socio-economic status of parents and the social development of children, the findings of the study shows that the preschool institution play an important role in socializing the child. School attendance has a positive influence on some aspects of social behavior. Play fosters the social development of children. Children who attend preschool have been found to form adequate friendship as compared to children without this preschool experience. Different levels of socio-economic status offer children different experiences leading to social differentiation. The study also revealed that children from disadvantaged homes do not experience the required stimulation needed for social development.

Rahman (2007) conducted a study on role of integrated child development services on preschool education. The study was conducted in Cachar district of Assam. The sample

comprised of 4 ICDS services to see the role of ICDS in functionaries about pre-primary education, role of parents and Anganwadi workers and the physical and social development of the child. The findings of the study shows that the local uneducated villagers became more interested about the importance of preschool education through the inspiration given by the ICDS project officers and the study has also revealed that the view of project officers of Cachar district are the same, they suggested that before going to formal primary school children must provide preschool education and it is very much necessary to set up in formal way which helps the child in all round development. The project officers are also opining that preschool education reduces the problem of school drop-out to formal education and this education is very much beneficial for the children 3-6 year of age.

Jadid (2014) conducted a study on preschool education in Barpeta and Bongaigaon districts of Assam. The main objectives the study was to study the development of preschool education in Barpeta and Bongaigaon districts of Assam. To study the facilities and programmes of educational experiences provided in the preschools functioning in Barpeta and Bongaigaon districts of Assam and to find out the problems faced by the preschools of Barpeta and Bongaigaon districts of Assam. The researcher used descriptive survey method and adopted simple sampling technique for the study and the sample comprised of 400 heads and 600 teachers and 200 parents from Bongaigaon and Barpeta district. The findings of the study shows that the development of Preschools in Barpeta and Bongaigaon district has taken place during 1961-1980 specially the government attached schools and the non-government preschools were established in the present century. Sound education is not taking place due to apathy of the government and school authority and also the ratio of teacher and students is not good enough; number of teachers are also very less is in the preschools of both districts. The study also revealed that since the government has attached the preschool education with other government primary schools therefore, the students are not receiving adequate facilities to proper growth and development and there are only few private schools provides quality education.

2.5 Scenario of Pre-primary Education in Post-Covid19 era:

The Pre-primary education sector had become the most affected area during covid19 period, during pandemic online education was given to the children of higher classes but it was not possible enough for the young children to learn through online classes, even though some of the schools had conducted a few sessions for the children to engage them with some activities and to interact with them but, the proper skills that the children learn from the preschools was missed somewhere. Even in the post covid era initially as per govt. SOP only higher classes students were called back to the schools and till the 52nd SOP of Assam govt. dated 01/9/2021 the preschools were not resumed in regular mode (GOI, 2021) but, gradually by following govt regulations and maintaining proper hygiene and care the schools have been resuming on regular basis.

2.6 Critical appraisal of the reviewed literatures:

The above literature highlights the significance of pre-primary education for all round development of a child. The investigation has mainly emphasized on the quality pre-primary education program and the complete process involving it, including the status of pre-primary school, curriculum transaction process, pedagogical strategies, teachers and the teaching facilities in the schools that throw light on the availability of teaching facilities, required teacher's qualifications and mandatory professional education in early childhood development that differs from country to country and across different organizations.

It has been observed from the literatures that a large number of studies has been conducted on the organization of pre-primary education program; some of the studies like Deka (1982); Epstein, Schweinhart, Debruin & Robin (2004); Hagglund & Samuelsson (2009); Bennett & Kaga (2010); Hooper (2010); Mtahabwa (2010); Biswas & Haque (2013); Singh, Gopal & Murty (1978); Laltanpuui (1988); Lyngdoh (1996); Chuaungo, (2001); Manhas and Qadiri (2010); Chopra (2012); Rao (2010); Nihla (2018); Rahman (2007); Jarvie (2012); Jadid (2014); Hangsing (2017) have found that pre-primary education program is yet to be developed in a holistic manner but in contrast to these findings Kaushal (2014) have found in a case study that all the child friendly approach has been taken in that particular school and children are getting utmost exposure to grow up holistically. It has been observed regarding the parental and family role in the pre-primary school children

that a number studies such as Fasina (2011); Majzuba & Salimb (2011); McDowell, Jack & Compton (2018); Sandstrom, Lundqvist, & Axelsson (2019); Sarojini (1971); Duhan & Kaur (2000); Sucheta (2001); have said that parental and family has significant role in the development of children in the early years. And regarding the development of skills and school activities it has been found that majority of the studies conducted by NIPCDD (1980); Kellow (1990); Hooper (2010); Sagir (2011); Burgur (2014); Manjuvani (1995); Hejmadi, (1991); Subhash, Suresh and Ram (2010); Romano (2011); Grissmer (2014); Roebers (2014); Yadav (2014); Ziol & Guest (2014); Kemple (2019); found that the early literacy and learning has highest significant in later development of the child but the schools having difficulties in preparing activities due to reasons such as materials unavailability, inability to reduce goals and achievements of the program to the level of the group, financial constrain and lack of trained teachers to proper implementation of the activities. Therefore, it has been suggested that teachers require support and improvement for in-service education and preschool science and nature education. Whereas, Manjuvani (1995); Foorman (2002); have highlighted in their study that language development is the most important aspect in the preschools then the other activities thus, the schools must be taken into consideration to teach phonologic sensitivity and letter knowledge ways that enhance development.

2.7 Some of the important aspects which has been found from the reviewed literatures has been discussed below:

- i) It has been witnessed a quantitative expansion of pre-primary education without due minimum standard, the facilities which has been provided by the ICDS for the development of Anganwadi's, many remote areas and disadvantaged group people are still deprived of getting those facilities holistically and especially in many places educational aspects is totally ignored.
- ii) Since pre-primary education in India has not been universalized yet thus, the curriculum process and strategies that are carried out in the schools showing divergence picture.

- iii) The reviewed literature includes tips for parents, teachers, and the school authorities to facilitate the whole process of transition from home to pre-primary school. The parental feelings when they leave their children crying and the role of a teacher during these initial days of adjustment.
- iv) Many studies have been found from abroad on planning activities for pre-primary children by keeping in mind the language diversity, children's background, parental education, and socio-economic status, but there have been no such studies found in the Indian context.

It has been observed that the majority of the studies provide categorical information rather than a holistic view. Therefore, the present study has been carried out to bridge the gaps between ideal pre-primary education programs and the present scenario of pre-primary education by having a closer look at a holistic view of pre-primary education in Assam.