

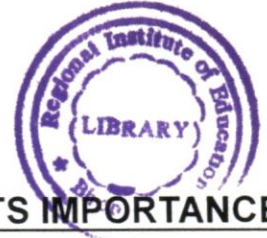
CHAPTER - I

INTRODUCTION



CAPT—I

INTRODUCTION



1.1 NATURE OF PRE-SCHOOL EDUCATION AND ITS IMPORTANCE:

A child acquires most of the personal and social habits before attaining the age of six. During these impressionable years the child has no inhibition. There is no rigidity in his thinking. Through rich and varied Pre-school activities his creativity and problem-solving capability can be developed and enhanced considerably. Bloom (1964) through his research on growth of intelligence has shown that half of the total intellectual development of the child is completed by the time he is four years old.

Pre schooling is desirable for all children. It is more so for those coming from poorer and disadvantaged sections of the society. During this educationally potent period of life stimulating environment and facilities provide advantage in developing intellectual and Physical skills.

Children form healthy, personal and social value systems through early childhood education. It can promote personal and environmental cleanliness. Children may be medically examined regularly and remedial actions may be taken. stressing the importance of a balance diet and encouraging curiosity are other functions of pre-school education.

The pre-school years have been described as very critical because the rate of development during these years is more rapid than any other stage of development. In order to actualise the potentialities, children during these years require specialised attention within a

stimulating environment. The pre-school environment provides :

- Wide exposure to objects and events.
- Variety of experiences.
- Opportunity to observe, manipulate, express and experiment.
- Enriched interactions.
- Security, freedom and a desirable direction.



Pre-school education is particularly significant for children coming from under privileged sections of society. Parents, being illiterate and busy in making the two ends meet, find that there is no effective interaction with the child, language, facility is poor, and cognitive development is limited due to impoverished environment. The intellectual, physical, social, motor and language development of such a child can be greatly improved through specially designed pre-school education.

1.2 AIMS AND OBJECTIVES OF PRE-SCHOOL EDUCATION :

Pre-school education provides reading-writing, readiness, cognitive, language and other physical skills combined with his personal and social development. These help the child adjust better in primary schools, thereby contributing to the goal of universalization of elementary education. The programme may also have a positive impact on girls; enrolment at the early stage because they will be relieved of the responsibility of the care of their younger siblings.

Pre-school programme is a child centred programme. It follows the play-way method and activity approach. It aims at a harmonious development of the child by encouraging interaction with the

stimulating environment. The pre-school environment provides :

- Wide exposure to objects and events.
- Variety of experiences.
- Opportunity to observe, manipulate, express and experiment.
- Enriched interactions.
- Security, freedom and a desirable direction.



Pre-school education is particularly significant for children coming from under privileged sections of society. Parents, being illiterate and busy in making the two ends meet, find that there is no effective interaction with the child, language, facility is poor, and cognitive development is limited due to impoverished environment. The intellectual, physical, social, motor and language development of such a child can be greatly improved through specially designed pre-school education.

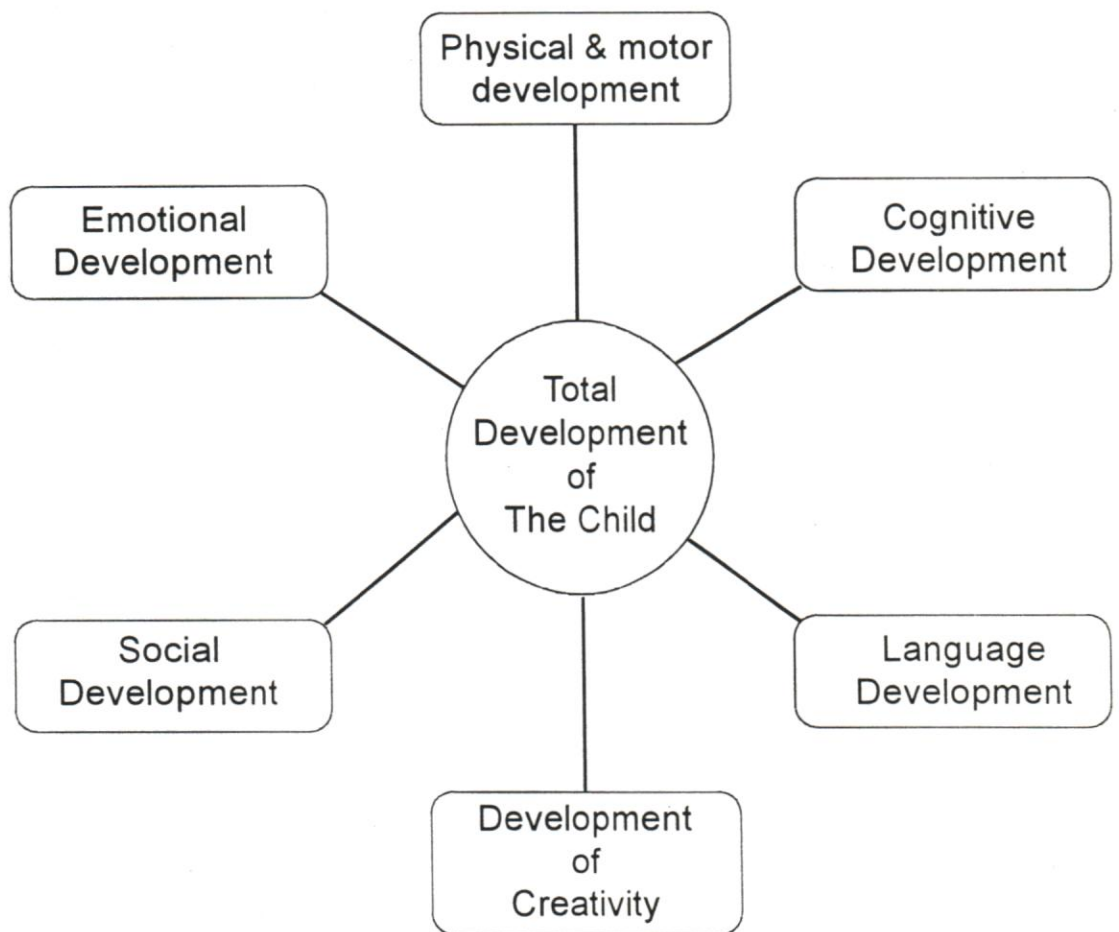
1.2 AIMS AND OBJECTIVES OF PRE-SCHOOL EDUCATION :

Pre-school education provides reading-writing, readiness, cognitive, language and other physical skills combined with his personal and social development. These help the child adjust better in primary schools, thereby contributing to the goal of universalization of elementary education. The programme may also have a positive impact on girls; enrolment at the early stage because they will be relieved of the responsibility of the care of their younger siblings.

Pre-school programme is a child centred programme. It follows the play-way method and activity approach. It aims at a harmonious development of the child by encouraging interaction with the

environment, active participation in group activities and creative problem solving. The pre-school education programme consists of activities and experiences for the development of :-

- a. Physical and motors skills.
- b. Cognitive and language skills.
- c. Social and emotional skills.
- d. Creative and aesthetic appreciation skills.



"Diagram showing all round Development of the Child"

The broad general objectives of the pre-school education programme as described interalia in the report of the Education Commission are:-

- i) developing in the child a good physique, adequate muscular coordination and basic motor skills.
- ii) developing in the child good health, habits and basic skills necessary for personal adjustment like dressing, eating, washing, cleaning etc.
- iii) developing desirable social attitudes and manners to encourage healthy group participation and to make the child sensitive to the rights and privileges of others.
- iv) developing emotional maturity by guiding the child to express, understand, accept and control his feeling and emotions.
- v) encouraging aesthetic appreciation.
- vi) stimulating intellectual curiosity and helping him understand the world in which he lives.
- vii) fostering new interests by giving opportunities to explore, investigate and experiment.
- viii) encouraging independence and creativity by providing the child with sufficient opportunities for self expression.
- x) developing the child's ability to express his thoughts and feelings in fluent, correct, clear speech.

1.2.1 Specific Objectives :

Social and Emotional Development :-

- to develop a sense of security in the child.
- to develop desirable personal and social habits.



- to develop positive self concept.
- to develop participation in group activities.
- to develop ability to control one's behaviour or emotional expressions.

Physical and motor development :-

- to help maintain adequate physical growth.
- to develop neuro-muscular co-ordination.

Language Development :-

- to develop listening skills.
- to develop verbal expression skills.



Cognitive Development :-

- to encourage use of five senses.
- to develop memory and observation.
- to develop skills of classification, sequential thinking and problem-solving.
- to help formation of concepts like those of shape, Colour, Space, Size, Pre-number and number concepts, concepts of time, temperature, home and environment.

Self Expression and Aesthetic Appreciation :-

- to develop creative self expression and aesthetic appreciation.

The aims of pre-school education as given by the UNESCO in its report "World Survey of Pre-Schol Education" are social goals. In this context health care of children has been emphasised by the report.

To sum up the desirable goals of a pre-primary education programme seem to be :

- i) the development of a positive self-concept.
- ii) the development of child's capacity as a better functioning individual.
- iii) Providing opportunities to be a useful member of the community, promoting adaptability and developing helpful attitudes.

A positive self-concept gives a tremendous advantage to the child in dealing with life situations.

The contents of pre-school programmes emphasise attitude development and environmental experiences. Fruitful interaction with the peers, adults and the environment evoke curiosity and interest. Skills are, of course, important and so also the problem solving approach and a scientific temper.

During pre-school group experiences free and structured play and promotion of desirable social behaviour lead to more acceptable behaviour patterns.

1.3 PRE SCHOOL MOVEMENT IN INDIA :

Pre-primary schools were first established to meet social needs such as looking after the children of working mothers or providing a suitable



environment to little boys and girls from Urban families whose small flats were hardly appropriate for the childrens proper growth. Prior to 1947 little attention was paid to pre-primary education and it was not even regarded as a state responsibility.



Pre-Independence Initiatives :-

The origin of Indian Pre-schools can be traced back to the end of the 19th century when efforts by some private enterprises in this direction can be seen. Some of the earliest missionary efforts gave birth to institutions like Loreto Convent School, Lucknow (1874), Hilda's Nursery School, Poona (1885), Saidapeth High School, Madras (1888) Sholapur Kindergarten School for training teachers (1901-1902).

Later in the year 1924 Dakshinamurti Training College at Bhavnagar came up followed by others. Missionaries were mainly responsible for establishing and propagating kindergartens in this country. Other Landmark dates in the development of pre-school education in India during the pre 1947 period.

1926 formation of Nutan Balkrishan Sangh, Starting of two experimental pre-school one in Gujrat and the other in Maharashtra.

1934 Besant Memorial School with montessori section at Adyar.

1939, 1947 Visit of Dr. Maria Montessori to India Conduct of training courses in montessori methods.

However, the real credit of shaping the Pre-school education movement in India school go to the untiring efforts and models provided by Mrs. Annie Besant and Gurudeo Rabindra Nath Tagore. It was because of them that pre-school education, which was till then

limited to missionaries, theosophists, rich and higher classes and few private hands, spread on a nationwide scale.

For the first time in our educational history the report of the Central Advisory Board of Education, emphasised its significance and recommended that an adequate provision of Pre-primary education should be an essential adjunct of a national system of education.

It emphasised the need for providing free pre-primary education in separate nursery schools or in nursery sections attached to junior of only trained women teachers for these schools. Then Mahatma Gandhi gave his scheme of pre-basic education for children below the age of seven.



Post Independence Initiatives :

Pre-primary education has been rapidly gaining popularity in the post-independence period.

In 1950-51, the numbers of pre-primary schools were only 303 with 866 teachers and an enrolment of about 28,000. In 1965-66 the number of Pre-primary schools increased to 3,500 with 6,500 teachers and a total enrolment of about 250,000. These were mainly urban institutions. In rural areas excellent pioneering work has been done by the Central Social Welfare Board (CSWB) and community development administration which have been running balwadis.

Pre-school education as the base of the National System of education was formally recognised by the Government of India for the first time during the Third five year plan when it directed the Central Welfare Board to survey the child care needs and status in the country by

setting up a special committee. Report of this committee, made comprehensive recommendations, during this period not only was there a rise in the number of Balwadis (3700 to 5761) but also training centres were set up for the training of Balsevikas.

The fourth five years plan directed its efforts to the training of teachers and productions of teaching materials for better implementation of Pre-school education. Fifth five year plan with a focus on child welfare in rural, tribal and slum areas.

Grewal (1984) notes that National Policy Resolution for Childrens Board was constituted. The integrated child development Scheme (ICDS) was introduced in 33 experimental areas which provided supplementary nutrition, immunizations, health check, referral services, nutrition, health education and non-formal education to children in the age group 0-6 years.

The sixth five year plan onwards a more broad based nomenclature of "early childhood education", has replaced the name of Pre-school education.

During sixth and seventh five year plans special attention is being given to the welfare of mother and child belonging to under priveleged groups. The programme has now become much more comprehensive in scope, integrated in nature and systematically planned for the development of the total child.

The Importance and usefulness of pre-primary education has been recognised by the education commission (1964-66).



As per the latest policy documents ECE in India will involve itself in the care and education of children from birth to six years.



In recent years ECCE programmes are being made in such manner that they should include components of health, nutrition and pre school education.

The objectives is to ensure all round development of the child during this period of rapid physical and mental growth, it contributes to the goal of universalization of primary education on the one hand and acts as support service to the working women on the other.

Since 1969 when the National Council of Educational Research and training through its department of pre-primary and primary education became activity associated with the development of pre-primary school education in India. The long term and short term benefits of quality ECE programme have been researched and documented.

1.4 MAJOR PROGRAMMES/SCHEMES IN PRE-SCHOOL EDUCATION:

As seen in the previous section the pre-independence era pre-school education programmes. In India took their roots and grew mainly due to the efforts of private enterprises and missionaries backed by the social welfare agencies in the post independence period it was the Central Social Welfare Board, set up in 1953, which spearheaded the movement through its own programmes for women and children and also through grant-in-aid to voluntary organisations.

In 1972 a study group was entrusted the task of preparing a programme for the development of Pre-School institutions in rural areas with specific emphasis on Vulnerable groups of children. The

groups suggested five major operational models like comprehensive day care centres, half day balwadis first stage centre anganwadis rural areas and primary school based centres.

Following this a National Policy resolution for Children was issued in 1974 and a National children's board was constituted.

A number of early childhood education programmes have been started following the National Policy for children. The existing ECE programme include :

1. Integrated Child Development Service (ICDS).
2. Scheme for assistance to voluntary organisations for conducting early childhood education (ECE) centres.
3. Balwadis and day care centres run by voluntary agencies with Government assistance.
4. Pre-Primary schools run by the state Government, Municipal Corporations and other governmental and non-governmental agencies.
5. Maternal and child health services through primary health centres and sub centres and other agencies.



1.4.1 Integrated Child Development Services (ICDS).

Based on all the previous experiences, recommendations and suggestions the government adopted a comprehensive and integrated programme of ICDS in 1975. It had a care of objectives which were interested. These included immunization, health checks, treatment and referral services,

supplementary nutrition service. These included services supplementary nutrition services and education services including non formal pre-school education and health and nutrition education for women.

The ICDS is basically a child welfare scheme. It is aimed at the all round development of a child, the objectives of the scheme are to:-

- Improve health and nutritional status of children in the age group 0-6 years.
- Lay foundation for proper Psychological, Physical and Social Development of the child.
- Reduce the incidence of morbidity, mortality, malnutrition and school dropouts.
- Enhance the ability of the mother to look after the normal health and nutritional needs of the child. This is to be done through proper nutrition and health education.
- Achieve effective coordination of policy and implementation amongst various departments to promote child development.

The programme of ICDS focuses its activities on urban slum areas, nodal and tribal blocks. The nodal point for the delivery of the integrated Child Development Services, package in anganwadi which is to be run on a local basis. The anganwadis are located in villages, tribal areas and slums and are managed by anganwadi workers. Anganwadi workers are trained through specially designed training programmes. The ICDS scheme





started with 33 experimental projects in 1975 and expanded its area of operation sharply each year. Provision has so far been made for 1200 such projects in target areas.

As at present ICDS is the biggest programme of early childhood development. By the end of 1991-92 there were 2.90 lakh Anganwadis serving nearly 140 children and about 27 lakh mothers 91.5% ICDS projects are located in rural and tribal areas and 8.5% in urban slums.

Over the recent years a number of initiative have been taken to make the programme more focussed. The measures under ICDS include emphasis on practical, training for anganwadi worker's and extension work by anganwadi training centres which are required to adopt to anganwadis each for developing them as model anganwadis.

The POA 1992 stipulates that efforts will be made towards universalization of ICDS by A.D. 2000. By end of the eight plan 3.75 lakh anganwadi centres and by A.D. 2000 seven lakh anganwadi centres, would be established. Anganwadis will be gradually converted into Anganwadis cum creches.

In the context of ICDS programme the POA, 1992 further states that ongoing programmes schemes that reflect a concern for the all round development of young children and this will be improved to provide effectively intergrated services. These would include.

1. Assigning each Anganwadi worker's Training Centre the responsibility of developing at least 20-25 anganwadi centres



so as to provide the trainees with adequate field practice.

2. Placing trainees for a minimum of one month in the Anganwadi for practical training.

3. Development of instructional materials for use of trainer and the trainees.
4. Providing materials for children picture books, picture posters, minimum essential play materials to all anganwadi and replenishing them periodically.
5. Developing with CDPO's office into a resource, centre that is equipped with training materials.
6. Coordinating the timings of ICDS Anganwadi with the primary schools wherever possible.

1.4.2 Balwadis / Anganwadi :

A Balwadi has been defined as rural primary school which is run economically but on scientific lines. Its uses as many educational aids as possible.

These aids for a balwadi are prepared from locally available material.

The genesis of the term "Balwadi" can be traced to the open air pre-schools started by Tarabai Modak in tribal and rural hamlets of Thane district in Maharashtra. These were conducted near the huts of tribal children.

Tarabai also conducted such pre-schools in the courtyard or

"ANGAN" in front of huts therefore the name "Anganwadi" was coined for such open our schools.



Thus the organisation of such Anganwadis and Balwadis within the rural and tribal villages can be seen as the earliest efforts towards non-formal. Pre-school educational activities. Today both these names are freely used within the early childhood education parlance in our country.

In urban areas and metropolitan cities there is a mushrooming of Pre-schools and creches mostly run by private institutions. These have been welcomed by parents, particularly by mothers who have to go out for work and hence can hardly devote time during the day to the children. In rural and tribal areas and in urban slums where parents can neither afford nor do have such facilities available to them can seen their children grow and develop in an enriched and motivated environment of Balwadis and Anganwadis close to their homes or working places.

Balwadis are multi-purpose institutions having a variety of objective in view. Their chief objectives are :-

1. To enter to personal and environmental health and sanitation needs of children. Activities like persons clearliness, cleanliness of the surroundings, washing of cloths identifying common deficiencies and ailments prescribing simple remedies and so on are covered to achieve this objective.
2. To provide free and structured play for developing motor skills activities covered under the category are various indoor and



outdoor plays. For physical and motor developments, scientific and hygienic way of undertaking certain household activities like washing and cutting of vegetables preparing simple meals etc.

3. To organise individual and group activities to develop neuro-muscular co-ordination. Activities relevant to this objectives may be like climbing on or rope ladder, brush painting, manipulating finger, puppets threading beads etc.
4. To provide creative and self expresional experience to children through activities clay modelling, music, seeing creative drama etc.
5. To improvise teaching materials using local inexpensive material.
6. To organize activities like free conversation, informal discussion, story telling, action songs and Rhymes sorting, managing classifying objects etc. to develop language learning and pre-number and number concepts.
7. To include cooperative attitude social feelings awareness about the local environment and various vocations within the community.

However these are variety of patterns in the balwadis. These with their unique objectives today, functions in various localities in different states of the country run by voluntary agencies Each scheme has own history and background. These us it need to fashion them in a comprehensive manner and convey

them into total child development centres.



1.4.3 Mobile Creches :-

These days creches where working mothers leave their young children for the day are becoming common, particularly in bigger urban centres where mothers are busy at work outside the home. A creche may be termed as a day nursery which is generally organised in a residential house or at the work site by individuals or social welfare agencies.

Mobile creches are organised, as the name indicates, at the work site of the mother e.g. a big construction site in a metropolitan city. The construction worker, who is highly represented by women workers, bring their young children along with them to the work site. Since both the parents are busy at work these children remain unattended, devoid of basic physical and hygienical needs. Mobile creches in such cases provide a secure place for them where care is taken for their fundamental needs and the children also are provided with play materials nutritious snacks and other vital instructions for healthful living.

1.5 POLICY RECOMMENDATIONS ON PRE-SCHOOL EDUCATION :

Recommendations of the Education Commission (1964-66):-

The Education Commission recognised the need to develop pre-primary education as extensively as possible. It emphasised pre-primary education especially for children with unsatisfactory home backgrounds. the commission visualised inadequacy of resources

as a restricting factor especially because of the fact that high priority to being accorded to primary education. After discussing many probable approaches the commission gave the following recommendations for the development of pre-primary education.

1. There should be a state level centre located in the state Institute of Education. In addition a pre-primary education development centre should be established in each district. Main functions of these centres will be training of pre-primary teachers, preparation of teaching material and education of parents.
2. The establishment and conduct of pre-primary schools may be left mainly to private enterprises. The state should assist through grants in aid.
3. Every encouragement should be given to experimentation, particularly in devising less costly methods of expanding pre-primary education.
4. Children's play centres concentrating on group singing, story telling, games, personal hygiene and health for about two hours a day should be attached to a many primary schools as possible.
5. The role of the state should be to maintain such centres, train pre-primary teachers, conduct research, assist in preparation of materials and literature and run model institutes.
6. The pre-primary programme should consist of:



- Play activities.
- Physical training.
- Manual activities.
- Sensorial education.
- Handwork and artistic activities.
- Activities for language learning, personal hygiene and health, nature study.
- Self service.

7. The Commission set a target of 5 percent enrolment of the children in the age group 3 to 5 by 1986.

1.6 **NATIONAL POLICY ON EDUCATION (1986) ON EARLY CHILDHOOD CARE AND EDUCATION :**

The National policy on Education (NPE-1986) has given a great deal of importance to early childhood care and education (ECCE). It human resource development. The NPE 1986 has also taken into account the holistic nature of ECCE. The ECCE thus involves the total development of child i.e. physical, motor, cognitive, language, emotional, social and moral.

The NPE stipulates that "Programmes of ECCE will be child-oriented, focussed around play and the individuality of the child. Formal methods and introduction of the 3 R's will be discouraged at this stage. The local community will be fully involved in these programmes". The policy envisages a full integration of child care and pre-primary



education both as feeder and a strengthening factor for primary education.

1.6.1 The programme of Action 1986 and ECCE :

The programme of Action (POA) document (1986) analysed the policy statements, provided the strategy of implementation and described the various target groups, described strengthening of the training component and the ways of improving, monitoring and evaluation of the various programmes at this stage.

The age span covered under ECCE is conception to about 6 years. Its proper development requires workers with integrated ECCE training. There should be integrated ECCE centres where young children receive essential services throughout the period of their growth and preparation for formal education. It would require coordinated functioning of various agencies, governmental and non-governmental. According to POA? 1986 "Even a modest development process during this period includes care of mother during pregnancy (ante-natal health check up, nutritional support, control of anaemia, immunization for prevention of tetanus following delivery, etc.), hygienic and skilled birth attendance, nutritional care of mother during lactation, correct infant feeding practices, immunization of infant from communicable diseases, mother's education in child care, early childhood stimulation and health and nutritional support throughout".



The POA (1986) suggested that 70% of the target groups (Children 0-6 years) should be covered by all services by 2000 A.D. In this context strengthening of the following in terms of training, adding components of health and nutrition, discouraging early introduction of 3R's, introducing play-way method and developing materials and community linkages has been stressed :

D-144

- a. ICDS.
- b. ECE Centres.
- c. Balwadis / Anganwadis.
- d. Pre-primary schools.
- e. Day care centres.

Pre-school education component needs to be strengthened in ICDS. Health and nutrition components, training of personnel, play way educational materials are to be provided in ECE centres. Balwadis run by voluntary agencies need to be converted into total child development centres. Components of health and nutrition, play way method, home community relationship need to be introduced and developed in pre-primary schools. Day care centres are to be reviewed and strengthened.

1.6.2 Revised Policy Formulation POA 1992 and ECCE :-

The revised policy formulation reiterated the postulates of NPE 1986 on ECCE. The POA (1992) as a matter of fact attempted



to update, the POA (1986) taking into account the developments in the intervening period. It stressed the need to strengthen the programme by improving the :

- i) Programme Components.
- ii) Co-ordination mechanism and
- iii) Community participation in mobilising resources, planning and monitoring.

The ICDS is currently the biggest programme of early childhood development. In order to make the programmes more focussed several measures have been taken. These include emphasis on practical training for Anganwadi workers and extension workers by Anganwadi training centres. Efforts are also being made to distribute education cum play materials to Anganwadis to improve their pre-school education components. Initiatives has also been taken to improve the schemes of creches.

The aim of ECCE is that every child should be assured access to the fulfilment of all basic needs. The POA (1992) has enlisted many steps to improve each of the programmes under ECCE. As regards pre-primary schools and classes it suggests :-

- i) Adding components of nutrition with community / parent participation.
- ii) Discouraging the early introduction of the three Rs.
- iii) Developing a relationship between home and community.



iv) Discouraging entrance tests for admission.

The POA (1992) emphasised that the content of pre-school programme should provide inputs for a total development of child facilities. This would mean providing components of health, nutrition and education. These would include :

- Regular medical check up of children with follow-up and referral services where necessary.
- Daily provision of supplementary nutrition in accordance with the nutritional status of children.
- Growth monitoring through maintenance of height and weight through monthly/bi-monthly records.
- Child centred development of process oriented play activities planned in a manner to expose children to variety of experiences that foster a sense of joy and curiosity.
- Promote language skills and cognitive curiosity.
- Foster joy, creativity and confidence.
- Promote muscular development.



It further stipulated that :-

Daily activities should be planned according to the age and developmental levels of the children. There should be a flexible balance of activities for all aspects of development as well as balance between individual and group activities, indoor and outdoor activities, vigorous and quiet activities, guided and free activities.

Medium of communication should be mother tongue / regional language.

The programme of action (1992) has also stressed the need for a comprehensive review of the existing ECCE programmes and a continuous monitoring and evaluation.

1.7 ECE PROGRAMME : ITS OBJECTIVES :-

The ECE programme that is described in this document has synthesized these major theoretical and pedagogical view points. Which this synthesis forms its base the programme has been drawn up to suit the needs and demands of the Indian situation.

The broad objectives of this programme as described in the Report of the Education Commission are :-

- To develop in the child good physique adequate muscular coordination and basic motor skills.
- To develop in the child good health habits and to build up basic skills necessary for personal adjustment such as dressing eating, washing, cleaning.
- To develop desirable social attitude and manners, to encourage healthy group participation and to make the child sensitive to the rights and privileges of others.
- To develop emotional maturity by guiding the child to express understand accept and control his feelings and emotions.
- To encourage aesthetic appreciation.



- To stimulate intellectual curiosity and to help him understand the world in which he lives and to foster new interests through giving opportunities to explore investigate and experiment.
- To encourage independence and creativity by providing the child with sufficient opportunities for self expression.
- To develop the child ability to express his thoughts and feelings in fluent correct clear speech.

1.7.1 Some Basic Assumptions in the ECE Programme :

1. Development is a function of both. Maturation and learning, regardless of how much environment. Stimulation children may receive they cannot learn until they are developmentally ready to do so. On the other hand if the environment limits opportunities for learning, children will be unable, to realize their potential. The ECE programme therefore takes into account the developmental readiness of the child as well as the experiential level.
2. Children differ in their needs interests and abilities and develop in different course and every individual normally passes through each major stage of development. The difference may occur due to various factors viz. hereditary factors, Socio-Economic conditions urban-rural differences quality of schooling or lack of it, customs and traditions etc. For example research evidence on Indian children in the age group of 2.5 to 5 years. Indicates that urban children are faster in their development compared to rural and industrial children. While the ECCE programme delineates age-wise objective and



activities, these need not be strictly adhered to. The guiding factor should be the maturational and experiential level of the child.

3. With in homogenous group of children, individual differences may also exist. The unique personality of each and every child should be recognized so should also be recognized the right of a child to follow his her unique learning style.
4. Children are intrinsically curious and motivated to learn about the world around them. This motivation to learn may be stifled, however by a restrictive environment or emotional insecurity or stress.
5. Young childrens learning is enhanced. In interactive process. They gain a great deal cognitively as well as socially in the course of interacting with each other, with adults and with aspects of their environment.
6. Early childhood is critical period for development of communication competence i.e. competence in self expression and in understanding other's. All the basic functions of language are strengthened when children are engaged in active conversation rather than when they are simply passively exposed to language.
7. Children develop not through rote learning but through active exploration and manipulation of their environment. Play and activity thus form the best medium for their learning.



1.8 NEED AND IMPORTANCE OF THE STUDY.:

The need and importance of early childhood education is now being recognised allover the world. The child acquires most of its personal and social habits before the age of six. Early years of the child are flexible and impressionable. It is during these years that the bases for later development are laid. Recent developments in the field of Psychology have focused the attention of the society on the needs of children during the impressionable years.

Early environmental stimulation helps in the cognitive development of the children. Bloom (1964) has analysed research data on growth of intelligence. It shows that 50 percent of the total intellectual development of the child is completed by the time a child is four years old. If the cognitive development of the children is normal, it means that they will acquire better knowledge, develop their thinking and utilize them in problem solving. Research in the area of creativity have pointed out that if the children and provided early formalised experiences through play, their creative ability will also be enhanced. The early years are the best period when the child is without inhibition and external control. His thinking is not rigid. He has originality and flexibility. If he is provided experience through pre-school activities his creativity level and problem solving capacity can be developed considerable of Bloom (1964); in his book stability and change in human characterstics has analysed data concerning intelligence which led him to conclude that the rate of intellectual development is at the point of highest acceleration during the childs early years. Therefore, the greatest advantage in matters of child's intellectual development will come from the stimulation of home and school environment of



the child during the first four to six years of life.

Pre-school years are also crucial for developing proper values and attitudes in children. The foundations of scientific attitude and proper values such as hard work, National sentiment etc. could be developed in children better if a beginning in this direction is made in early childhood.

Further, pre-primary education has been found to be essential and useful towards achieving the good of universalization of primary education.

Keeping the above in view the National Policy on Education (1986) and the programme of action 1986, 1992 have given much importance to early childhood care and education (ECCE). Many projects like ICDS, ECE, Balwadi, Anganwadi has been limited all over the country following the NPE 1986. The NCERT through its department of pre-school and elementary education has given National guidelines in this regard and also circulated practical materials giving insight into the process of pre-primary education. It is observed that in every big city there is mushrooming of pre-primary schools in a variety of settings.

The main objectives of running Anganwadis were as :

- i) To cater to personal and environmental health and sanitation needs of children.
- ii) To provide free and structured play for developing motor skills.
- iii) To organise individual and group activities to develop neuromuscular co-ordination.



- iv) To provide creative and self-expressional experiences to children.
- v) To improvise teaching materials using local inexpensive material.
- vi) To organise activities like free conversation informal discussion.
- vii) To inculcate cooperative attitude, social feelings, awareness about the local environment and various vocations within the community.

1.9 **STATEMENT OF THE PROBLEM:**

The present study has been formally stated as "case study of Anganwadi functioning in Tribal Block."

1.10 **OBJECTIVES OF THE STUDY :**

- To assess the need of inservice training for AWWs.
- To study the functioning of Anganwadi in Tribal Block Kesla.
- To study the infrastructural facilities available in the Anganwadi.
- To study the parents perception towards the functioning of AWWs.
- To study the profile of a AW. Child.
- To suggest measures for effective implementation of AW.

1.11 **RESEARCH QUESTIONS.**

In view of the reviewed literature and the objectives of the study following research questions are raised in the present study. (As the study is descriptive in nature the hypothesis formation and testing



hypothesis has not been taken into consideration).

1. What percentage of children in 3-6 age group enrolled in the Aw?
2. What percentage of enrolled children actually attend the AW regularly?
3. What is the quality of the pre-school education programmes in terms of :-
 - i) Facility.
 - ii) Personal quality.
 - iii) Daily duration of the ECE programme.
 - iv) Curriculum (activities performed).
 - v) Programme planning.
4. Does the Doctor come in AW for regular checkup of AW's children?
5. What is the need of inservice training for Awws?
6. What are the perception of parents regarding PSE programme in an AW?

1.12 DELIMITATIONS OF THE STUDY :

The Study has following Delimitations:

- Only Anganwadis of Kesla Block, have been included.
- Only the children of AWs have been included.



- Only selected AW's have been included.

1.13 SETTING OF THE STUDY :

A. Sample :

The present study has been conducted on a sample of two AWs in Kesla Block. It also includes Awws, parents of the children of these Aws, facilities available in these Aws have also been studied.

B. Tools :

There are four tools developed by the investigator for the purpose of collecting data.

- Interview schedule for AWWs.
- Observation schedule for AWs.
- Check list for parents.
- Profile for a child.

1.14 ORGANISATION OF THE BALANCE OF THE STUDY :

In chapter two an attempt has been made to review relevant researchers to understand and analyse the efforts that have so far been made to implement the idea of functioning of Aws.

Chapter three provides the design of the study, sampling, development of tools and procedures.

Chapter four deals with the analysis of results and interpretation of the data. It is divided into three parts namely Anganwadi workers children of Aws and observation of the Anganwadi centres.

Chapter five gives a summary of the study and also the suggestions for improvement and further study.

