

CHAPTER –I
INTRODUCTION

CHAPTER 1

INTRODUCTION

Research is “Creative and systematic work undertaken to increase the stock of knowledge”.It involves the collection, organization and analysis of information to increase understanding important to of a topic or issue.In any research it is important to understand what the problem is and origin of the problem. Introduction part of any chapter deals with the introduction to the problem,its variables etc. The present chapter deals with the concept, nature, significance of ECCE, ICDS. The rationale of the study, objectives and delimitation of the study are also mentioned in this chapter.

CONCEPT OF ECCE:

Early childhood , defined as the period from birth to eight years old, it is a time of remarkable growth with brain development at its peak. During this stage,children are highly influenced by the environment and the people that surround them.

Early childhood care and education (ECCE) is more than preparation for primary school. It aims at the holistic development of a child’s social,emotional,cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and well being. ECCE has the possibility to nurture caring, capable and responsible future citizens.

The concept of ECCE is of recent origin in India. It did not find any mention in the educational literature till the formulation of the National Policy on Education (NPE), 1986. It has used the nomenclature of ECCE for the stage preceding elementary education. According to the Article 45 as amended in 2002, the constitution of India stated;

“The State shall endeavour to provide early childhood care and education

for all children until they complete the age of six years” (Govt. of India, 2007).

It includes the education, nutrition, health and hygiene of the children within this age group. The word ‘care’ has been added to this concept to emphasize the importance of the pre-natal as well as the post-natal years. The importance of the early years have been stressed greatly UNESCO’s approach is reinforced in the Education 2030

agenda and in particular in target 4.2 of Sustainable Development Goal 4 which aims to 'by 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.

: AIMS AND OBJECTIVES OF ECCE

The Indian Education Commission, 1964-66 has enunciated the following objectives of pre-primary education:-

- 1) To develop in the child, good health, habits and to build up basic skills necessary for personal adjustment, such as dressing, toilet habits, eating, washing, cleaning, etc.
- 2) To develop desirable social attitudes and manners, and to encourage healthy group participation, making the child making the child sensitive to the rights and privileges of others.
- 3) To develop emotional maturity by guiding the child to express, understand, accept and control his feelings and emotions,
- 4) To encourage aesthetic appreciation.
- 5) To stimulate the beginnings of intellectual curiosity concerning the environment and to help him understand the world in which he lives and to foster new interest through opportunities to explore, investigate and experiment.
- 6) To encourage independence and creativity by providing the child with sufficient opportunities for self-expression.
- 7) To develop the child's ability to express his thoughts and feelings in fluent, correct and clear speech.
- 8) To develop in the child a good physique, adequate muscular coordination and basic motor skills.

The objectives of ECCE are more specifically defined in the following manner

(Gupta, 2013) :

1. Physical and motor development:

- To help maintain adequate physical growth.
- To develop gross and fine motor skills.
- To develop neuro-muscular co-ordination.

2. Cognitive development:

- To encourage the use of five senses.
- To develop memory and observation.
- To develop skills of classification, sequential thinking and problem solving.
- To help information of concept like those of shapes, colour, space, size, pre-number and number concept, concept of time, temperature, home and environment.

3. Language development:

- To develop listening skills.
- To develop verbal expression skills.
- To develop reading and writing readiness.

4. Social development:

- To develop a sense of security in the child.
- To develop desirable personal and social habits.
- To develop positive self concept.
- To encourage participation in group activities.
- To develop ability to control one's behaviour or emotional expression.
- To develop the ability to interact with other children and adult at home and in school.

5. Emotional development:

- To help control strong expression of emotions like hitting, throwing, kicking or biting.
- To help in building emotional tolerance and socially acceptable behaviour.
- To stimulate courage for overcoming shyness and the tendency of withdrawal.
- To provide an environment of love and affection, encouragement and guidance to allow for free communication and open expression.
- To channelize and guide certain emotional expressions to more socially acceptable behaviours.

6. Development of creativity:

- To provide an atmosphere conducive to action, expression and variety of responses.
- To provide adequate indoor and outdoor space, flexible and multipurpose equipment for imaginative, explorative and cognitive activities
- To provide expression involving motor activities, creative and adventure play, manipulating and experimenting with variety of materials

: INTEGRATED CHILD DEVELOPMENT SERVICES (ICDS)

ICDS is an Indian government welfare programme which provides food, preschool education, and primary healthcare to children less than 6 years of age and their mothers.

These services are provided from Anganwadi centres (AWCs) established mainly in rural areas and staffed with frontline workers. In addition to fighting malnutrition and ill health, the programme is also intended to combat gender inequality by providing girls the same resources as boys. Launched on 2nd October, 1975, ICDS Scheme is one of the flagship programmes of the Government of India and represents one of the world's largest and unique programmes for early childhood care and development. It is the foremost symbol of country's commitment to its children and nursing mothers, as a response to the challenge of providing pre-school non-formal education on one hand and breaking the vicious cycle of malnutrition, morbidity, reduced learning capacity

and mortality on the other. The beneficiaries under the Scheme are children in the age group of 0-6 years, pregnant women and lactating mothers.

: OBJECTIVES OF ICDS

The predefined objectives of ICDS are:

- To raise the health and nutritional level of poor Indian children below 6 years of age.
- To create a base for proper mental, physical and social development of children in India.
- To reduce instances of mortality, malnutrition and school dropouts among Indian children.
- To coordinate activities of policy formulation and implementation among all departments of various ministries involved in the different government programmes and schemes aimed at child development across India.
- To provide health and nutritional information and education to mothers of young children to enhance child rearing capabilities of mothers in the country of India. • To provide nutritional food to the mothers of young children & also at the time of pregnancy period.

: SCOPE OF SERVICES OF ICDS

The following services are sponsored under ICDS to help achieve its objectives:

- Immunization
- Supplementary nutrition
- Health checkups
- Referral services
- Pre-school non formal education
- Nutrition and Health information.

: ICDS Anganwadi centers of khantapada COMMUNITY HEALTH CENTRES

ICDS in Odisha has around 71,000 sanctioned centres which provide the service throughout the state. The services of ICDS have been delivered from AWCs only. There are 72,500 AWCs . All the performances revolved around the AWCs. At present in Balasore district there are ICDS Projects having 2244 AWCs.

2. OPERATIONAL DEFINITION OF VARIABLES

: Early Childhood Care and Education : In the present study, early childhood is defined as the period from birth to 6 year old . A time of remarkable brain development , these years laid the foundations for subsequent learning. Children in Early Childhood Centres are usually between the age of 3 - 5.

: Anganwadi : In the present study , the anganwadi means “ courtyard shelters” as in Indian languages. They were started by the Indian government in 1975 as part of ICDS program to combat child hunger and malnutrition . A typical Anganwadi centre also provides basic health care in villages.

: Stakeholders : It includes the workers, mothers and guardians of the children and the supervisors of the Anganwadi centers . However , in the present study concentrates only on the workers and the mothers.

3 . RATIONALE OF THE STUDY

According to NEP 2020, Early childhood care and education plays an important role in the development of child and provides the basics of the education. It creates the foundation of the whole education system. The importance of ECCE has been stressed by many educationist and scholars worldwide. It not only proves the foundation of education but also provides basic health facilities in terms of nutrition and health checkups. Proper care and nutrition needs to be provided to ensure that children reach their optimum development in the early years. . At present, there seems to be no

regulatory board to check the quality of the services that are provided in the Anganwadi. In present situation it is very clear from the condition that many of the employees / workers unaware of the minimum norms that the Anganwadi should maintain. It is also necessary to evaluate the ECCC services in Odisha state. Odisha attracts the attention because of its quite different social-cultural context and literacy level. Hence the present study analyzes and evaluates the situation of Anganwadi in khantapada in the light of the Quality Standards Framework and also tried to find out the status of the guardians knowledge about the Anganwadi centre and opinions about its improvements. According to a reliable source at the centre, it was heard that the ECCE or Anganwadi centres of the rural areas are far more productive and far better than the AWC's of cities.

4 . PROBLEM OF THE STUDY

As it is a rural belt, due to lack of concern of Anganwadi centres as well as parents ,less educational output is obtained.

1. Another problem is teaching method in AWCs is not satisfactory .
2. Children enrollment is not satisfactory.
3. Most of the parents prefer to send their child to private play schools other than AWCs.
4. AWCs could not fulfill the objectives of ECCE and ICDS schemes.

5 . STATEMENT OF THE PROBLEM

Early Childhood Care and Education in Anganwadi Centers of khantapada : A Critical Study.

6 . OBJECTIVE

The paucity of studies on the early childhood education makes it imperative for us to evaluate the implementation of the education component of the ICDS. For a more comprehensive understanding it becomes necessary to include the dimensions of health and nutrition. The objectives of the study are as follows:

- a) To assess the extent to which Anganwadi centers provide the entitlements on food, nutrition and pre-school education.
- b) To identify gap areas in implementing the pre-school education component of the ICDS program .
- c) To identify the challenges faced by Anganwadi workers and helpers in implementing the pre-school component of the program.
- e) To study the perceptions of parents on the role of Anganwadi's in providing pre-school education.
- f) To examine the current status of Early Childhood Care and Education in Anganwadi centers of khantapada.
- g) To examine the problems faced by Anganwadi centers in khantapada.
- h) To get the perceptions of stakeholders about effective functioning of Anganwadi centre .
- i) To suggest measures for effective functioning of Anganwadi centres.

7 . RESEARCH QUESTIONS

The following can be research questions of the study :

1. Does ECCE and ICDS schemes are properly implemented in rural areas?
2. What is the condition of AWCs in khantapara CHC ?
3. Is Educational outcomes in AWCs satisfactory ?
4. Does the stakeholders have concern about government schemes ?
5. Does the AWCs take care both nutrition and education aspect of children's?

6 . Does the AWCs fulfill the enrollment criteria provided by government ?

8 . DELIMITATION OF THE STUDY

1. The present study only deal with the Anganwadi centers covered under the Rural ICDS project.
- 2 .The study will be confined to qualitative research approaches.
3. The study will focus on educational outcome as well as nutrition of the students only.