RESULTS AND DISCUSSION

The present study aimed to explore the policy/ practice / local thoughts equation and thus derive the linkages among them. The results are presented in the following sections.

Section I:

Review and Analysis of Select Program and Policy

Documents at National and State Level.

Section II:

Assess Knowledge, Understanding and Awareness of

the Policy Directives on ECCE by Programme

Executers.

Section III:

Adults Conceptions of Early Childhood Education and

Care (parents, ICDS personnel and members of Village

Education Committee).

Section IV:

Anganwadi Workers (AWWs) Conceptions of ECCE.

Section V

Pre-School programme in four Anganwadi centres.

Section VI:

Interface/linkages among Policy-Programme directives,

Practice and thoughts/Conceptions of community.

SECTION - I

Review and Analysis of Select Program and Policy Documents at National and State Level.

Integrated Child Development Scheme (ICDS)-1975

Background/Genesis	Area of Focus	Strategies/POA
The scheme of ICDS was	ICDS adopts a holistic	1) Nature of Service
launched on 2nd October,	view to the	Provided
1975. ICDS is one of the	development of the	Supplementary
largest government	child focusing	nutrition
outreach program for	particularly on:	Immunization
children up to six years of	The weaker and	Health check up.
age.	the vulnerable	Referral services
Its main purpose is to	sections of the	Nutrition and health
support and ensure	community	education
holistic development of	Pregnant and	Non formal education
young children through	lactating Mothers.	·
the provision of range of	• Infants.	2) Delivery of
services, meeting their	Preschool Children.	Services:
basic needs.		The delivery of
Currently 4200 ICDS	2) Range of services	services is through
projects are functioning	provided by ICDS is	the Anganwadi
all over the country and	in the area of health,	centres. These
the plan is for widening	nutrition, education,	services are provided
the outreach.	cognitive, emotional	through Anganwadi
, ,	and social needs.	worker, she is a local
		person from the
	· .	community.

Anganwadi worker is responsible for:

- Organizing preschool activities in an Anganwadi. Centre by using toys, play equipments etc that are indigenous in nature.
- Organizing

 supplementary
 nutrition for children
 (6 months to 5+
 years) and for
 expectant and nursing
 mothers.
- Giving health and nutrition education to mothers.
- Assisting primary
 health centre staff in
 implementation of
 health component.
- Making home visits
 for educating parents,
 particularly in case of
 children attending the
 Anganwadi centre,
 also eliciting
 community support

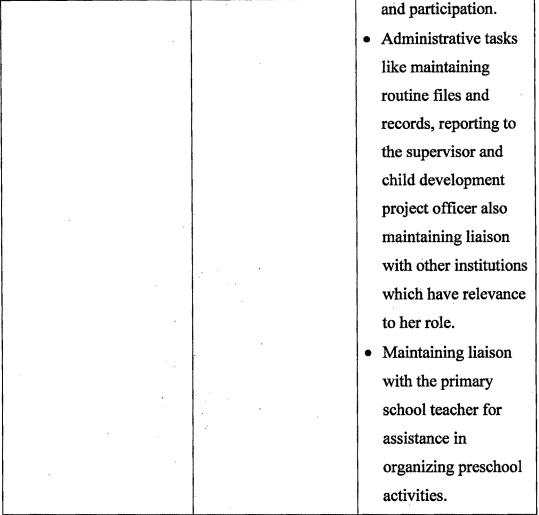


Table 4

Emerging conceptions of ECCE:

Based on the in depth analyses of ICDS, 1975, the conceptions of ECCE that emerge from the programme document are enumerated as follows:

- The document clearly reflects the holistic view of child's development.
- Its emphasis is on mothers and children, reiterates the recognition of criticality of early years for development as foundation. This goal is transacted in the form of an integrated package of services.

Key conceptions of ECCE that are reflected in planning and execution of the plans are:

- Viewing the Anganwadi (community) as a social change agent.
- Community participation.
- Empowering and developing community at large and women in particular.

National Policy of Education 1986 and POA 1992

Background/Genesis	Areas of Focus	Strategies
In post independence	Education is viewed as	Strategies to achieve
period education was	fundamental to	ECCE objectives are of
visualized as a highway to	children's all round	two types:
derive maximum benefit	development. It is a	a) Those concerned
from the already created	comprehensive policy	with the
assets through economic	focusing on the concept	development of
and technical	of National system of	specific ECCE
development. Therefore	Education.	structures and
due to new challenges and	It envisages that-	programs.
evolving social needs, the	all students	b) Those concerned
Government of India	irrespective of caste,	with approaches that
announced the	creed, location or sex	seek to achieve a
formulation of new	have access to	convergence of
education policy in	education in	services. Various
January, 1985.	comparable quality.	models based on
The National Policy on	A common	structural and
Education 1986 gave an	educational structure,	organizational
impetus to education in	10+2+3 applicable all	approaches and
post-independent India.	over the country.	incorporating
It aimed to promote	Creation of National	additional inputs
National progress, a sense	Curriculum	combined with
of common citizenship	Framework (NCF)	adaptations of the
and culture to strengthen	which contains a	existing programs
National integration.	common core along	have been suggested
	with other	for the delivery of
	components.	ECCE.
	Promotion of	(i) ECCE model (0-6

equality. It will be necessary to provide for equal opportunity to all children not only in terms of accessibility but also in the conditions for success.

- years). This model is attached either to a primary school or to a Non formal education centre.
- (ii) ECCE model (3–6 years). This model is mostly found attached to a primary school, utilizing the infrastructure of the school system.
- (iii) Primary school
 preparation model
 is an appreciation of
 early childhood
 education to the
 existing primary
 school program
 either through a
 summer school
 readiness
 programme or a
 "first month
 project" covering
 new entrants in
 class I.

Table 5

Emerging conceptions of ECCE

Based on the in depth analysis of NPE, 1986 and POA, 1992, the conception of ECCE emerging from the policy document is enumerated as follows:

It is significant that for the first time the term ECCE appeared in any National document. This reflects the government's commitment to ECCE.

• The objectives of NPE, 1986 focussed on the total development of the young child in the age group of 0-6 years, with special emphasis on children belonging to the underprivileged groups and first generation learners.

The NPE views ECCE as an important programme in its own right. The role of ECCE as envisaged in the context of:

- Preparation of children for primary school.
- Support service for girls in Universalization of Primary Education (UPE),
 and
- Support service for working women in low income group
- Holistic approach
 - > The content of ECCE includes
 - Health care and nutrition
 - o Structured and unstructured play activities
 - o Play materials and learning.

Emphasis laid on Social, Cognitive, Emotional, Physical and Aesthetic development of children

Learning without Burden- Yashpal Committee Report, 1993

Background/Genesis	Area of Focus	Recommendations	
Concern regarding	Thedocument	Based on identified	
academic burden on	recommends the need to	issues and concerns	
students and unsatisfactory	have a fresh look on the	the	
quality of learning has been	problems of education	recommendations	
voiced time and again in	with reference to the	were:	
our country during the past	problems of academic	Emphasis on	
two decades. In spite of	burden on students. This	cooperative	
addressing the issues	is more with reference to	learning rather	
through several committee	the curriculum load.	than competitive.	
and recommendations, the	The report focuses on	Decentralization	
problem instead of being	concern, issues of burden	of the process of	
mitigated becomes even	on students at two levels,	curriculum	
more acute when new	(1) Root level problems	framing and	
curriculum is introduced.	- identified as	textbook	
Therefore, in the wake of	Knowledge vs.	preparation.	
implementation of NPE,	information	Adoption of	
1986 the Ministry of HRD	Isolation of experts	appropriate	
set up a National Advisory	from classroom	legislative and	
Committee in March, 1992.	realities	administrative	
Its term of reference was	Centralized character	measures to	
"to advice on ways and	• Convention of	regulate the	
means to reduce the load on	teaching "the text",	opening and	
school students at all levels,	competition based	functioning of	
particularly the young	social ethos, and	ECCE.	
students while improving	absence of academic	Textbooks to be	
the quality of learning,	ethos.	treated as school	
including capability of	3) Problems in	property.	
lifelong self	planning	A radical change	

learning and skill	and transaction of	in the nature and
formation".	curriculum are:	characteristics of
	Joyless learning.	homework to
	Examination system.	make itmore
	Textbooks as truth.	exploratory.
	Language in	Teacher pupil
	textbooks.	ratio of 1:40 to be
	Observations	enforced as a
	discouraged.	norm and efforts
	• Structure of syllabus.	required to reduce
	Teaching everything.	it to 1:30
	• Starting early.	Child centred
	Not just an urban	social ethos.
	problem.	• Greater use of
		electronic media.
		Greater emphasis
		on quality of
	·	learning in
		schools and also
		for teacher
		training program
		Restructuring of
		the content of
		training program
		to ensure its
	•	relevance to the
		changing needs of
	•	education to make
		it more practicum
		centred.

Table 6

Emerging Conceptions of ECCE.

Based on the in-depth analysis of Learning without Burden 1993, Yashpal Committee Report, the conceptions of ECCE emerging from the programme document are enumerated as follows:

- Child centred social ethos.
- Developmentally Appropriate teaching practices.
- Learning without competition.
- Decentralization.
- Quality of preschool program with reference to teacher child ratio and keeping child's interest and priorities upheld.
- Quality of teacher training programs to be more practicum centred.
- Regulation on opening of and functioning of ECCE programs.
- Reducing the weight of school bags, by keeping the books in the school itself.

Convention on Rights of the Child (CRC), 1997

Background	Area of focus	Strategies
The CRC is a	The document adopts a	Universal access to
universally agreed set	rights based perspective. It	the services like
of non-negotiable	spells out the basic human	comprehensive
standards, and	rights that children	health care and
obligations. It spells	everywhere without	education to the
out the basic human	discrimination have the	child in the early
rights. Every right	right:	stages of
spelled out in the	• to survival	development prior
convention is inherent	• to develop to the fullest	to entering primary
to human dignity and	• protection from harmful	school.
harmonious	influence, abuse and	A shift from need
development of very	social life.	based perspective to
child and India is a	Convention protects	rights based
signatory to it.	children's right by setting	perspective
The CRC was	standards in –	A shift in
carefully drafted over	Health care	perspective towards
the country for 10	• Legal	children considering
years (1979–1989)	Civil and	education as an
with the input of	Social Service	enabling right.
representatives from		An emphasis on
all societies, religions		'dignity' to every
and cultures. A		child. Thus respect
working group made		as a value is critical.
up of members of the		This has direct
United Nations		reflection on teacher
Commission on		behavior and
Human Rights,		interaction with
independent experts		young children.

delegates of number of	·	Accountability on
government, non		behalf of parents /
governmental		adults.
organizations (NGOs)		
and UN agencies were		
charged with the	• •	
drafting. It represented		
a range of issues		
varying from legal		
perspectives to		
concerns about the		
protection of families.		
The Government of	,	
India ratified the		
convention on		
December 2, 1992.	. '	

Table 7

Emerging conceptions of ECCE

Based on the in-depth analysis of CRC, 1997, the conceptions of ECCE emerging from the document are enumerated as follows:

- After the ratification of the Convention the government took the initiative
 accordingly, to review the National and the State legislation to bring them in
 the line with the provision of the convention.
- Development of appropriate monitoring procedures to assess the progress in implementing the convention.
- To involve the concerned government ministries and departments, international agencies, NGOs in the implementation process.
- Various Constitutional Amendments have occurred to incorporate the child's rights perspective in the Constitution of India.e.g., Article 21(a), Article 45
 (Directive Principle of state policy)
- CRC recommends the system to mould and modify itself to recognize that children are important stake holders.
- CRC makes parents / adults accountable to guard and ensure child's rights.

National Curriculum Framework (NCF)-2005

Purpose of Document	Areas of Focus	Strategies
The National	Curricular areas.	1) ECCE should cover
Curriculum framework	School stages and	the age group of 0-8
was formulated in 2005,	assessment.	years so that its
to review the curriculum	Learner centred	methodologies can
in light of the report	approach.	inform learning
Learning without	Importance of school	strategies of children
Burden (1993), by	and classroom	through childhood
Yashpal committee.	environment in	stage leading to a
The educational aims	child's development.	smooth transition
and quality have been	Need for systemic	into an elementary
distorted, due to the	reforms regarding	school stage.
conceptualization of	quality concern.	2) ECCE needs to adopt
learning as a source of	Teacher education for	a regulatory
burden and stress on	curriculum renewal.	framework to evolve
children. The NCF	• Examination reform.	appropriate norms
(2005) proposed four	Holistic perspective	and guidelines so
guiding principles for	for ECCE	that children's
curriculum	Contemporary issues	development is not
development.	facing ECCE.	compromised.
a) Connecting	Teaching of language	3) ECCE programs
knowledge to life	and number of	need to be
outside school.	languages to be	decentralized in
b) Ensuring that	taught.	character
learning shifts away	Preschools being	incorporating
from rote methods.	converted to training	flexibility and
c) Enriching curriculum	centers for admission	conceptuality.
so that it goes beyond	to primary years.	4) Learning to be
textbooks.	• Quality of service is	guided by child's

d) Making examinations	variable in nature due	interest and priority.	
more flexible and	to growing	5) All children should	
integrating them into	commercialization of	have the right to ECCE.	
classrooms.	preschool and	Thus, recommending	
	parental	0-6 years to be	
	aspirations.	included in the purview	
	Centralized character	of Article 21 of the	
	of ECCE needs to be	constitution.	
	questioned.	The plan of action of	
		NCF, 2005 is under	
		formulation.	

Table 8

Emerging conceptions of ECCE

Based on the in-depth analysis of NCF, 2005, the conceptions of ECCE emerging from the programme document are enumerated as follows:

- Developmentally appropriate practices.
- Child centred social ethos.
- Decentralisation.
- Rights based perspective.
- Regulatory mechanism to maintain the quality of preschool program.
- ECCE to include 0-8 years so as to enable a smooth transition from preschool to elementary school stage.

All these documents provide a fair picture of thought, conceptions and concerns about ECCE over a span of thirty years since 1975 to 2005.

State Education Policy of Haryana-2000

Background/Genesis	Areas of Focus	Strategies/POA
Haryana has been	Topmost priority given to-	• School as a
addressing its educational		planning unit.
needs keeping in view the	• Universalisation of	Decentralisation
National Policy on	Elementary Education.	of the education
Education, 1986(as	Reducing disparities	system.
modified in 1992) and	based on gender, region,	• Formation of
various programmes as	class, category	Parent Teacher
initiated by Government of	including children of	Associations
India. With keeping these	special focus groups etc.	(P.T.A's), Mother
provisions in mind, the	Area of focus	teacher
State introduced the New		associations and
Education policy in	1. Education of girl	Village
2000.The State's main	child.	Construction
concern has been to tackle	2. Education of	Committees
the level of illiteracy	deprived sections of	(VCCs)
among its population	society(SC and	committees/
especially. the girl	weaker sections)	Village Education
education and Welfare of	3. Education for	Committees
children and the	children with special	(VECs).
community	needs.	Increase in total
	4. Early childhood care	Investment in
	and education.	education from
	5. Out of school	6% to 10% GDP
	children including	by year 2010.
	the non-starters.	
	6. Urban deprived	Capacity Building
	children.	of teachers:- In-
	7. Community	service training,
		induction

ownership of the institutions.

- 8. Computer education
- Need based curricular activities
- 10. Improving school facilities.

and in-school training for teachers.

- Linkages between the schools, DIETs and SCERT for Pedagogical revival in the State. -Recognition of teachers: incentives for villages attaining Universal Primary Education (UPE) and Universal elementary education (UEE) and total literacy.
- Mainstreaming of Special Focus Groups:- includes girls, street children and children with special needs.
- Anganwadis to be located in primary schools wherever the space is

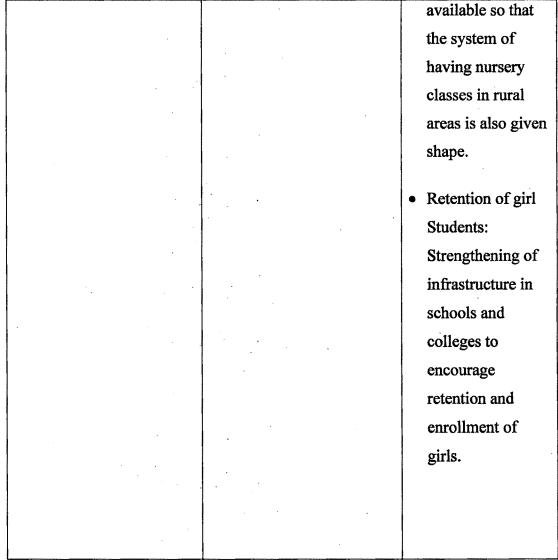


Table 9

Emerging conceptions on ECCE:

Based on the in-depth analysis of State Education Policy Of Haryana (2000), the conceptions of ECCE emerging from the programme document are enumerated as follows:

- Education system to be holistic, qualitative, socially and economically productive and relevant to the fast changing socio- economic environment.
- Universalisation of Elementary Education.
- No discrimination based on gender, caste, religion etc.

- Improving the training of teachers.
- De-centralization.
- Shift from quantity to quality approach in ECCE programs.
- Mainstreaming of special focused group.
- To establish linkage between primary school teachers and AWWs.
- Retention of girl students in the schools.

Compulsory Primary Education Act- (Free Education Policy of Haryana)-1960-61

Background/genesis	Area of Focus Strategies/POA	
Article 45 of the	• Free and	Appointment of
Constitution directs that	compulsory	attendance officer for
the State shall endeavor to	education in	implementing the
provide, within a period	the State.	provision and to make
of 10 years from the	• Free	a list of children
commencement of the	Education	covered by it.
Constitution, free and	up to class	Sending mentally or
compulsory education for	VIII in all	physically challenged
all children until they	the	children to special
complete the age of 14	government	school.
years. Haryana has	schools and	Primary education in
adopted the free education	till primary	any recognized school
policy for its children. Its	stage in all	to be free of charge.
main emphasis is to enroll	the private	• Penalty for
and retain children	schools.	contravening the Act
especially girls or children	Fee charged	. Penalty levied on
from SC/ST or children	from boys in	employer for
from weaker section of	primary	employing the child
society.	schools will	for work.
	be with the	Gram panchayat or
	permission	magistrate
	of	empowered to try the
	government.	defaulters.
		• Fee concessions for
		SC/ST and other
		backward classes.
		• Free education up to

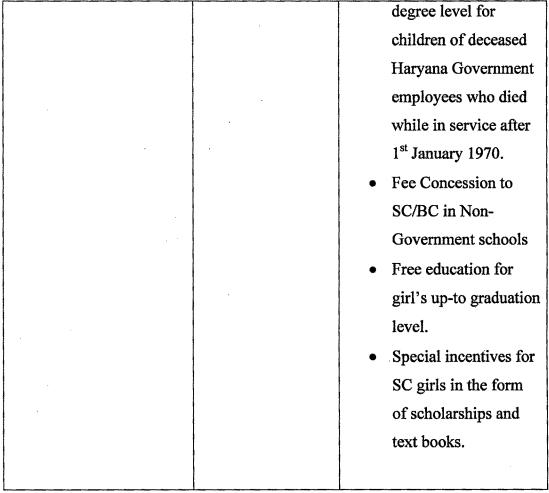


Table 10

Emerging Conceptions:

Based on the in depth analysis of Free Education Policy of Haryana, 1960-61 the conceptions of ECCE emerging from the programme document are enumerated as follows:

- Ensuring the equality of educational opportunities to weaker sections of the society by giving special incentives to them.
- Increasing the enrolment of girls in schools and colleges.

An Integrated analysis of program and policy documents both at National and State level is given under:

Definitions and	Area of priority	Actions and	Stake holders
conceptions of	in ECCE	directives to	or agencies
ECCE		meet the needs of	identified for
	·	child	actions
-Ensure holistic	 Increasing the 	Decentralization	The agency
development of	enrolment and	of services.	identified for
young children.	also the	Maintaining	delivery of
	retention of girl	child centered	services of
-Emphasis on	child and other	ethos.	education are at
child's interest and	weaker sections	 Mobilisation of 	two levels
priorities.	of the society.	community.	1) at the level of
-Early childhood	 Universalisation 	(through VECs,	curriculum
stage a critical	of Elementary	P.T.A.s in	planner
period when	Education	villages)	2) At the level
foundations are	• Shift from	Improving	of curriculum
laid for life long	quantity to	infrastructural	implementers.
development and	quality	facilities and	The curriculum
realization of full	education.	introduction of	planners need to
potential.	• Holistic	various	restructure the
	development of	incentive	curriculum not
-Young children	children.	schemes in	just at the
must be provided	• Universal access	villages to	child's level but
care, opportunities	to the services	attract girls and	also at the level
and experiences	like	children	of the teacher
that lead to their all	comprehensive	belonging to	training
round	health care and	weaker section	programmes, so
development-	the education to	of society to	as to incorporate
physical, mental,			

social and the child in the school. the idea of child emotional centered social early stages of Adoption of the development regulatory ethos. While the -A right based prior to entering mechanism for curriculum perspective, the primary implementer are opening and children school. functioning of the schools and everywhere ECCE. the community Areas of without at large.The Linking schools Concern discrimination with classrooms. need for Preschools being have the right to decentralization Help achieve converted to survival, right to has led to the amendments in training centers develop to the involvement of order to for admission to fullest and right to the community; highlight primary school. protect from therefore the children's right harmful influence Quality of delivery of without service variable arise in social life. service is discrimination. in nature due to through the local Investment in -The documents the growing person in most education have taken a commercializati cases. This increase from welfare and on of preschool reflects the 6% GDP to 10% development and parental strategy of by the year approach focusing aspirations. decentralization 2010. on the weaker and Centralized and autonomy at vulnerable sections Mainstreaming character of local level units. special focused of community. ECCE.Need for Importantly it group. planning at -Emphasis on also reflects the Linkages Panchayat level. community acknowledgeme between schools Problems of mobilisation. nt, that local DIETS and education with context must be SCERT for -Emphasis on play reference to the considered in pedagogical a contributing problem of conceptualizing

factor in joyful	academic burden	revival at the	and transacting
learning of	on students in	State level.	programs for
children.	terms of	• Beside in-	young children.
learning of	on students in	State level.	programs for
	villages. Removal of illiteracy.		

Table 11

Emerging Conceptions of ECCE:

Based on the in depth analysis of documents both at National and State level, the integrated conceptions of ECCE emerging from the programme documents are enumerated as follows:

- Emphasis on holistic view of child's development.
- Community participation.
- Empowering and developing community at large and women in particular.
- Focus on the total development of the young child in the age group of 0–6 years, with special emphasis on children belonging to the underprivileged groups and first generation learners.
- Preparation of children for primary school.
- Support service for girls in Universalization of Primary Education (UPE),
 and increasing the enrolment of girls in schools and colleges.
- Maintaining Child centered social ethos.
- Use of Developmentally appropriate teaching practices.
- Learning without competition
- Decentralization
- Improvement in Quality of preschool program with reference to teacher child ratio and keeping child's interest and priorities upheld. Also Quality of teacher training programs to be more practicum centered.
- Rights based perspective.
- Regulation on opening of and functioning of ECCE programs

- Reducing the weight of school bags, by keeping the books in the school itself.
- Bringing together the concerned government ministries and departments, international agencies, NGOs in the implementation process.
- Children as important stake holders.
- Convention on Child's Rights (CRC) makes parents / adults accountable to guard and ensure child's rights.
- ECCE to include 0-8 years so as to enable a smooth transition from preschool to elementary school stage.
- Education system to be holistic, qualitative, socially and economically productive and relevant to the fast changing socio- economic environment.
- Mainstreaming of special focused group.
- Linkage between primary school teachers and AWWs.

Changing Perceptions and Shift in Policies on ECCE over a period of time.

The flow chart given below shows the trends that have followed in the span of fifty years (1944-2005) in Early Childhood Care and Education. It gives a fair picture of conceptions, thoughts and concerns of policy makers about ECCE at different points in time.

Sargent Committee Report (1944):

It was for the first time that, in 1944, a government document emphasized the importance of pre-primary education and linked it with the child's educational performance.

ICDS launched in 1975:

Provision of an integrated package of essential services to young children and pregnant and lactating mothers was conceived in fifth five year plan.

The National Policy on Education (1986) and POA 1992: Impetus given to ECCE.

Learning without burden- Yashpal Committee Report, 1993:

The document recommended the need to have a fresh look on the problems of education with reference to the problems of academic burden on students.

Convention on Rights of the child (CRC), 1997: The document adopted a right based perspective.

National Curriculum Framework (NCF)-2005: The National Curriculum framework was formulated in 2005, to review the curriculum in light of the report Learning without Burden (1993), by Yashpal commit

At State level (Haryana) the main emphasis of policy makers was a shift from quantity to quality approach in ECCE program

There is a paradigm shift in perceptions of our policy makers over the period of time. They have been making efforts to fill in the gaps in previous policies and trying to address new emerging issues which are pertinent to children's welfare, trying to give them a 'fair deal'.

Initially pre-school programmes were enmeshed in child welfare concept. The introduction of ICDS, 1975 saw a clear shift in approach from child welfare to child development with a conceptual move to integrate early services for children. Planning became inclined towards integration and convergence of sectoral social inputs for the well being of infants, children (up to the age of 6 years) and pregnant and lactating mothers. The major conceptual shift occurred when policy makers for the first time envisaged education, especially preschool as a separate entity and also emphasizing on achieving Quality in learning. Gradually, the focus shifted from child development to child's right, in order to reach out to every young child in the country, to ensure survival, protection and development. Finally, the policy makers have tried to focus on the ways by which children's learning becomes wholesome, creative and enjoyable. Thus indicating the growing awareness of Education and its upward movement on National agenda

SECTION II

Assess Knowledge, Understanding and Awareness of Early Childhood Care and Education (ECCE) policy directives by:

- 1. Village Education Committee (VEC).
- 2. Child Development Project Officer (CDPO).
- 3. Supervisor.
- 4. Anganwadi Workers (AWWs)

Importance of ECCE is globally acknowledged, therefore, it becomes all the more important for programme executers to comprehend policy- programme directives well. This section documents the knowledge, awareness and understanding of CDPO, VEC, Supervisor and AWWs about the policy directives and how far they are incorporating those policies at the grass-root level.

The Interviews of Programme Executers have highlighted the following Results:

1. Awareness of ICDS personnel and Members of Village Education Committee about Apex Policy making body in Education.

Personnel	Awareness about Policy making body.
CDPO-1	Yes- NCERT
Supervisor-1	YES- NCERT.
	Supervisor was aware of policy making body in
	education.
	Washadina.
•	Verbatim:
	एन सी आर टी शिक्षा से सम्बिघंत पोलिसीस बनाता है। हमने वहां पर
, .	कई टेर्निगं प्रेग्प्रम भी अटेंड करें है।
·	
	"NCERT makes polices related to education. We have
	also attended few trainings over there"
AWWs-4	None of the four AWWs were aware of any education
	policy making body.
	Verbatim (AWW-4):
	मुझे नहीं पता कि कौन सा डिर्पाटमेंट शिक्षा से सम्बधित पोलिसीस
	बनाता है।
	"I am not aware that which department makes the
	education policies."
Members of Village	
Education	NO, none of the members were aware of the policy
Committee VEC (9)	making body

Table 12

2. Awareness about policies related to Early Childhood Care and Education (ECCE) by ICDS Personnel and members of Village Education Committee.

Personnel	Awareness about policies related to ECCE
CDPO-1	NO, not aware of any policies related to ECCE.
	Verbatim:
	"मुझे शिक्षा से सम्बंधित कोई पोलिसीस नहीं पता"
	"I am not aware of
	any policies related to education of children"
	CDPO was aware of various schemes for mother and
	girl child, initiated by the department of
	Women and child welfare.
Supervisor-1	NO, she was not aware of any policy related to ECCE
	but was aware of various schemes related to girls and
	mothers initiated by the department of women and
	child welfare
AWWs-4	NO, none of the four AWWs were aware of any policy
	related to ECCE. All four of them were aware of
	different schemes related to mother and girl child.
Members of Village	
Education	NO
Committee VEC (9)	

Table 13

3. Assess the Knowledge and Understanding about Objectives and Implementation Strategies of ICDS Programme by ICDS Personnels and Members of Village Education Committee.

Personnel	Knowledge and understanding about objectives and
	implementation strategies of ICDS programme.
CDPO-1	YES- CDPO had knowledge and understanding about
	objectives and implementation strategies of ICDS
	programme.
Supervisor-1	YES- she was well versed with the objectives and
	implementation strategies of ICDS programme
•	
AWWs-4	YES- all the four AWWs were thorough with the
	objectives and implementation strategies of ICDS
	programme.
Members of	VEC (9) members were not aware of the objectives and
Village Education	implementation strategies of ICDS. They had broad
Committee VEC	idea about the AWCs in their village.
(9)	Verbatim:
	" ऑगनबाडी सेंटर गॉव में हैं। यहां पर बच्चों को मुफत में खाने
	को दिया जाता है, और कुछ पढाई भी कराते है।
	"AWC is situated in the village and here children get
-	free food and some studies also take place."

Table 14

It is evident from tables that CDPO and Supervisor were aware of the apex policy making body but were not aware of any policies related to ECCE. The ICDS personnel (AWWs (4), Supervisor(1) and CDPO(1)) were well aware of the objectives and implementation strategies of ICDS scheme. As far as AWWs and VEC members were concerned they were neither aware of any policy making body nor any policies related to ECCE. It was disheartening to see that those who were working at grass-root level did not have any idea about the conceptions operating at the National level. The table indicates that VEC members were neither aware of any policies related to ECCE nor about the objectives and implementation strategies of ICDS. The members mentioned that their role is limited to see the appropriate utilization of funds given by the government for repair work or for purchase of any item in primary/secondary school and in no way were accountable to the AWCs or for community mobilisation. The members clearly voiced that practically their role is mere on the papers. Thus clearly showing the discrepancies in our administrative system where at one hand policy makers and government stress on congenial ambience for the Panchayati Raj Institutions (PRIs) to play a more dynamic and proactive role through VECs in the community and on the other hand VEC members themselves were not fully aware of their role and responsibilities.

Verbatim:

" हमारा काम तो सिर्फ यह देखना हैं कि जो पैसा सरकार हमें प्राइमरी और हाई स्कूल की मरम्मत के काम के लिए देते है वो ठीक से इस्तमाल होता हैं के नहीं । वो भी सिर्फ हम साइन कर देते हैं बाकी कुछ नहीं करते, ये सब दिखावा ही हैं।"

"Our role is limited to see that the funds released by the govt. for the repair work of the primary school/secondary school is utilized properly or not. We just sign the documents and don't do anything else. It's just an Eye wash"

SECTION III

This section explains the Conceptions on Early Childhood Care and Education (ECCE) as held by

- a) Parents.
- b) ICDS Personnel- AWWs, CDPO and Supervisor and
- c) VEC members

1. Conceptions of Parents about ECCE

This section explains the Parents conceptions about ECCE that have emerged from the analysis of their interviews. The representation of the views was by both the parents i.e. Mother and Father. The data obtained from these interviews was analyzed based on the domains given below and the results are explained under each domain.

- 1. Needs of pre-school children.
- 2. Views of parents on education.
- 3. Purpose of a pre-school.
- 4. Views on Important features in Pre School Education.
- 5. Views on Role of Books/ Picture Books and Story telling in ECCE.
- 6. Views on Role of Play during early years.
- 7. Views on Best practices in ECCE.
- 8. Conceptions about the Developmentally Appropriate Practices.
- 9. Views on Parental Involvement with the child.
- 10. Parental Aspirations for their children.
- 11. Views on role of Anganwadi Worker (AWW) in the Anganwadi Centre (AWC).
- 12. Parents view on AWWs training in ECCE.
- 13. Parents View on interaction with AWW.
- 14. Parents views on Gender

Domains

1. Views on Developmental needs of pre-school children

NEEDS OF PRE-SCHOOL CHILDREN

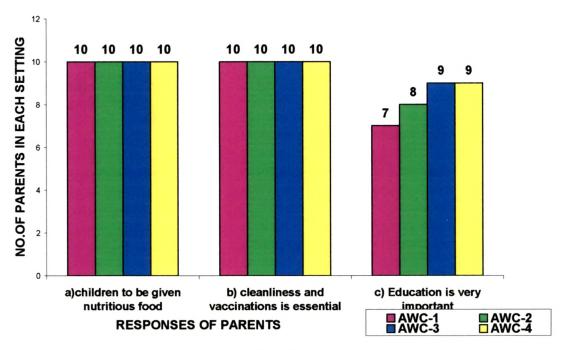


Figure 4

As indicated in figure 4 almost all the parents in each setting valued nutritious food, cleanliness, vaccination and education as the most important aspects in early childhood years. Apart from this some of the parents felt that children should have daily routine, they should be toilet trained, play is important in early years. One of the mother mentioned that it is important to see that the child reaches the milestones at proper age else it can indicate abnormality in the child. Nearly 50% of fathers felt that mother's involvement with the child in terms of love and time is very important. Only one of the mother mentioned that in early years overall development of children is important

Verbatim:

"शुरू के सालों में सबसे जरूरी है अच्छा खाना, साफ सफाई और बच्चों की पढाई।"

"The most important thing during the early years is nutritious food, cleanliness, hygiene and education."

2. Views of Parents on Education

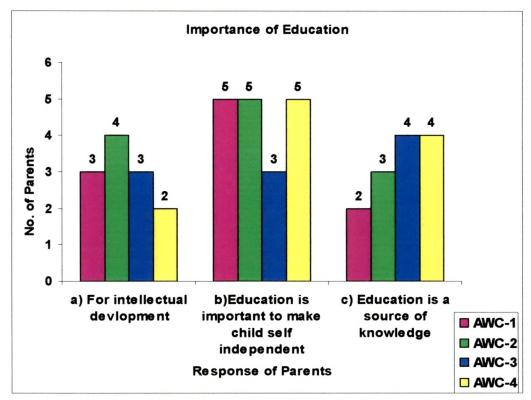


Figure 5

All the parents irrespective of the background voiced that Education is must in today's scenario. In fact one of the mothers mentioned Education as "Invaluable Treasure" (अनमोल खजाना). The figure 5 indicate various views held by the parents on importance of education, those were, education act as a path for intellectual development in children, it is the source of knowledge, makes children self independent and also helps in exchange of views with each other. Parents wanted early academic start for their children but at the same time did not want children to be burdened. There were parents who talked about the role of education in seeking jobs, where they related literacy skills with job prospects. The job preference was more for government jobs than for private ones and the reason cited by the parents was the job security and old age pension.

Verbatim:

[&]quot; आज कल पढाई के बिना कुछ भी नहीं हैं।"

[&]quot;Nowadays without studies there is nothing in this world"

3. Purpose of a preschool

PURPOSE OF PRE-SCHOOL

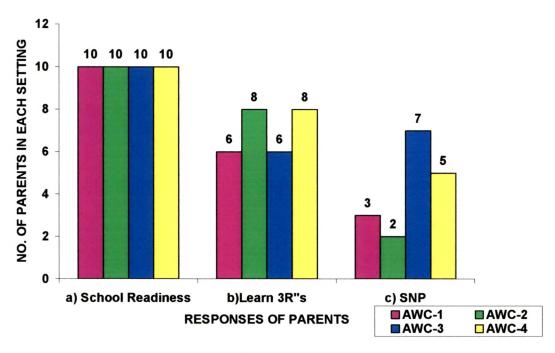


Figure 6

The figure 6 indicates that all the parents felt that main objective of sending the child to Anganwadi Centre (AWC) is for School Readiness. But their inclination was more towards the academic readiness. They mentioned that in preschool children learn to read and writing and this helps children learn better and faster in primary school. They felt that reading, writing and arithmetic (3R's) gives an edge in primary school. Apart from the academic readiness, parents mentioned that in AWC children learn to socialize, talk respectfully, learn sharing, discipline and good manners. Some of the other reasons included- free Supplementary Nutrition (SNP), nearness to the house, children get engrossed rather than wasting time at home. So attending the preschool/AWC may help the child to learn better things. Last but not the least mother gets time for themselves

Verbatim:

"बड़े स्कूल में जाने से पहले बच्चा कुछ पढ़ना लिखना सीख जाता है, उठना बैठना आ जाता हैं। बच्चे बड़े स्कूल के लिए तैयार हो जाते हैं।"

"Before going to the big school children learn to read and write, learn to sit and speak and children get ready for the big school"

4. Features of Preschool Education Programme (PSE)

10 NO. OF PARENTS IN EACH SETTING 8 AWC-1 8 7 7 AWC-2 6 5 ■AWC-3 4 AWC-4 2 2 1 1 1) Pre-school should have 2) Should teach children 3) Should have proper play materials reading and writing in play time-table for studies, play

PARENTS VIEWS ON FEATURES OF PSE

Figure 7

way method

RESPONSES OF PARENTS

and activities.

The figure 7 indicates that parents viewed play materials to be an essential component in a pre- school programme. They felt that pre- school programme should also include reading and writing but in a play way method. Four of the parents mentioned that pre- school should follow a proper time- table for different activities and AWW should adhere to it just the way it happens in other private schools.

5. Role of Story Books and Picture Books

ROLE OF STORY BOOKS AND PICTURE BOOKS

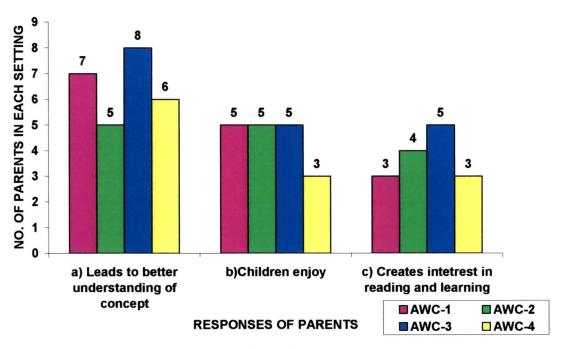


Figure 8

The Figure 8 indicates that parents acknowledged the importance of story books and picture books as these help in better understanding of concept, creates interest for children in reading and learning and children enjoy it.

Verbatim:

"बच्चे चित्रों को देखकर और कहानी की किताबों को सुनकर चीजें अच्छी तरह समझ आ जाती है और बच्चों को खूब मजा भी आता हैं।"

"Children understand the concept better and also enjoy story and picture books."

6. Role of Play

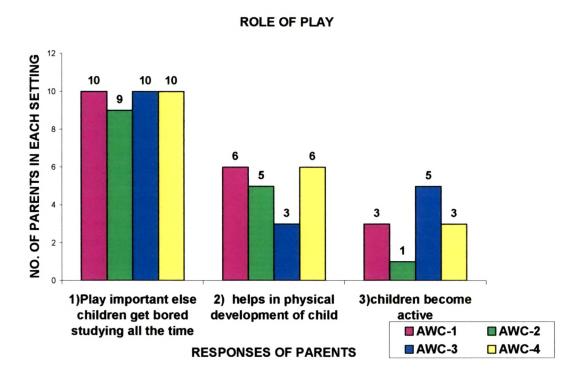


Figure 9

It is evident from Figure 9 that majority of parents viewed play to be very important for children. The various reasons they cited were like-children should play otherwise they get bored studying all the time, it helps in physical development of children and also children become active and is an important mode of relaxation. Most of parents viewed play at par with studies. In fact one of the father rated play above studies.

Verbatim:

- 1." बच्चो के लिए खेलना बहुत जरूरी है नहीं तो वो पढ-पढ के बोर हो जायेगें।"
- 1. "It is important for children to play otherwise they get bored studying all the time".
- 2. "बच्चो के लिए खेलना भी जरूरी है और पढाना भी।"
- 2. "For children studies as well as play both are equally important"

7. Best Practices in Early Childhood Care and Education (ECCE)

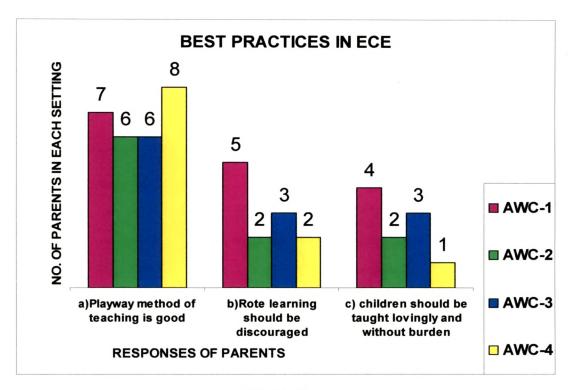


Figure 10

It is evident from Figure 10 that majority parents viewed play way method being the best way of imparting pre-school education. They were of the opinion that reading, writing and number work should be emphasised but through play way method without burdening the children. Parents viewed that rote learning method of teaching should be discouraged because then children do not get concept clarity, instead children should be taught by showing pictures or charts thus they learn faster and show eagerness to learn hence memorise the things better. Apart from this parents felt that children should be taught lovingly and without burden and emphasis to be given on activities and teaching good manners. Four parents were of the view that children should be made to sit and study, they meant that there should be a proper Time –Table for conducting various activities just like in other schools (Private English Medium schools).

Verbatim:

" बच्चो को प्यार से , खेल-खेल में सिखाना चाहिए।"

"Children should be taught lovingly and in play way manner.

8. Views on Developmentally Appropriate Practices (DAP)

VIEWS OF PARENTS ON DEVELOPEMENTALLY APPROPRIATE PRCATICES

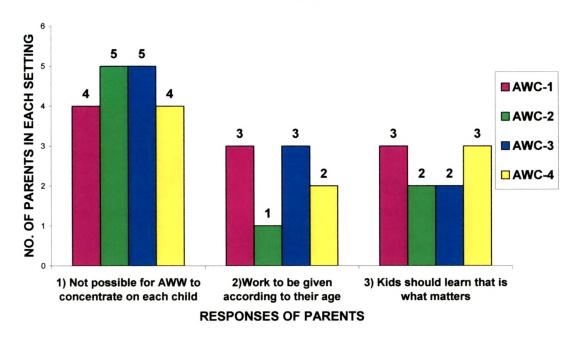


Figure 11

It is evident from figure 11 that parents held the view that it is not possible for AWW to concentrate on each child. Even though the parents felt that the application of DAP is not possible but still some of them also believed that children should be given work according to their age thus helping them to understand better. For some of the parents learning mattered and not the process.

Verbatim:

"जब तक बच्चे गिनती , अ—अनार और बाकी ज्ञान की चीजें सीख रहे है तो कोई फर्क नहीं पढता कि वर्कर उन्हें कैसे पढा रही हैं।"

It's O.K. even if AWW is not using this technique in teaching, as long as children are learning the alphabets, numbers or other general things etc".

9. Parental Involvement with the Child

VIEWS ON PARENTAL INVOLVEMENT WITH CHILDREN

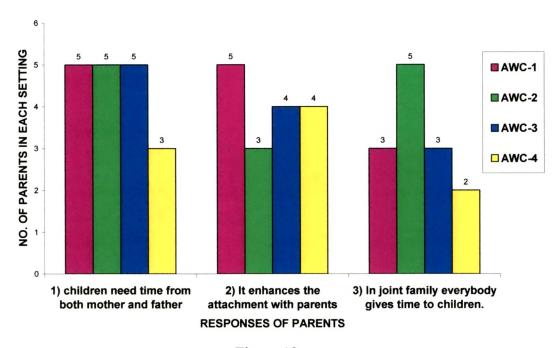


Figure 12

The Figure 12 indicates that parents were of the view that children need time from both the parents. At the same time mothers mentioned that fathers hardly involve themselves in daily child care activities. Fathers take children for outings and that too occasionally. Mothers felt that spending time with both the parents enhances attachment with parents. Fathers also acknowledged that children need to spend time with both the parents. But at the same time nearly 50% of them mentioned that in the joint family there are other care takers like grandparents and aunties, who involve in daily child care activities. So children have many adults to look after them. They mentioned that they take children for outings and also sometimes play with them but do not involve in daily child care activities. In fact few grandmothers mentioned that in their community fathers generally do not spend much time with children, it is mother's duty to take care of children. Fathers are mainly the bread earners.

Verbatim:

" बच्चों की देख—भाल के लिये माँ औरा बाकी धर के लोग भी तो है ,हमें तो बस पैसा कमा कर लाना हैं।"

"Children are taken care by mothers and other family members. We just have to earn money for them"

10. Parental Aspirations for their Children

PARENTAL ASPIRATIONS FOR CHILDREN

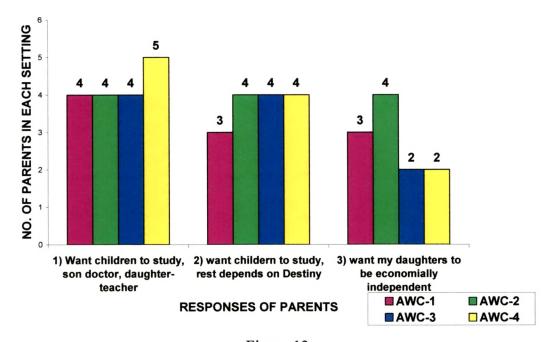


Figure 13

All the parents irrespective of their background status voiced that they want their children to study. Parents didn't show any difference in views for education for their sons or daughters. It is evident from figure 13 that parents have given the options for their daughters to take up teaching medical and for son preference was advocate, doctor, business, government job. But at the end they leave it to "Destiny". During the sessions it was found that mothers and grandmothers preferred son/grandson to take up govt. job rather the private job because of the job security and old age pension.

Interesting findings that have emerged was the changing attitudes and beliefs of parents, where present generation mothers have preferred education of daughter's over the household chores whereas till last generation it was vice-aversa. Similarly none of the father mentioned that they wanted their sons to take up farming as an occupation instead they want them to attain education and take up private or public sector jobs or else do their own business. The probable reasons for this could be that now hardly any agricultural land is left in Gurgaon. Secondly parents exposure and horizon is widening due to available opportunities in the district, mass media and influence of elite community.

Verbatim:

"मैं चाहुंगी कि मेरे बच्चे खूब पढें, लडका डॉक्टर और लडकी टीचर बन जाएं।"

"I want that my children should study, want my son to be a doctor and daughter to be a teacher"

11. Parents Views on AWWs Role

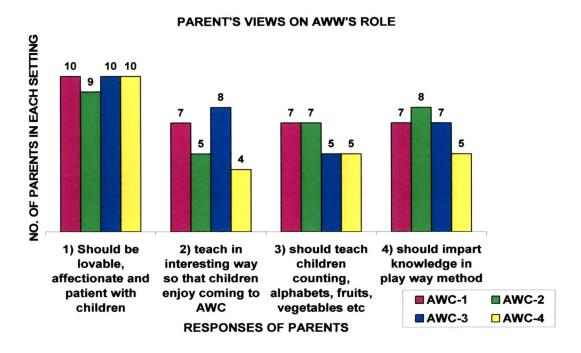


Figure 14

Figure 14 indicates that nearly all the parents viewed AWW should be lovable, affectionate and patient with children. She should teach in an interesting way so that the children enjoy coming to the centre everyday. Parents expressed that worker should teach 3R's in a play way method and by using lot of play materials.

12. Parents View on Anganwadi Workers (AWWs) Training

PARENTS VIEW ON AWW'S TRAINING

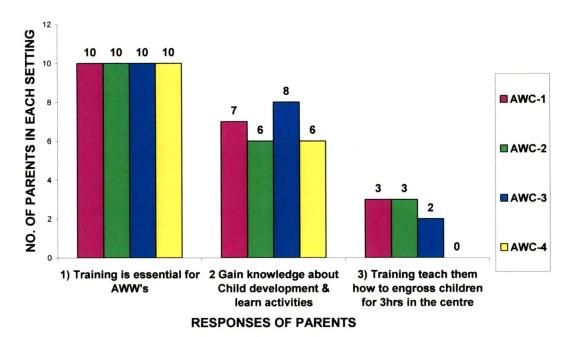


Figure 15

Figure 15 indicates that all the Parents acknowledged the importance of training for AWW. They believed that training helps the worker in attaining the knowledge about child's development and activities. They felt that it is not easy for AWW to engage children for 2to 3 hrs so it becomes even more important to learn different things which would help her to keep up dated with the new developments in her field and also keep children engrossed.

13. Interaction with AWW

AWW shared a good rapport with the community. The interaction between the mothers/ grandmothers mainly takes place during pick and drop. The conversation may be informal or specific related to child's performance in the centre. Other times when the interaction between AWW and mothers takes place, is during the home visits where she tells about vaccination, health, nutrition, hygiene also gives advice to pregnant and lactating mothers. There is negligible interaction of worker with fathers.

14. Views on Education of Girl Child

GENDER DIFFERENCE IN TERMS OF ECCE

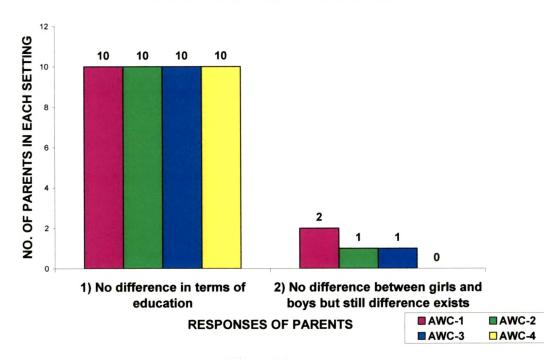


Figure 16

It is indicative from Figure 16 that all the parents were of the opinion that nowadays there is no difference between girls and boys esp. in terms of education. Around 10% parents openly admitted that though there is no difference between boys and girls but still difference exists as sons take the

family name ahead. The general discussions with people in the community had highlighted that sons are preferred over daughters. It is almost mandatory to have at least one son and to support this, the recent statistics issued by programme officer of Gurgaon district (Source: Times of India June-15th '2007) has highlighted that the sex ratio in the age group of 0-6 yrs has witnessed a massive fall since 2001 census. Within five years the sex ratio has slipped from 858 in 2001 to 824 in 2005 and Gurgaon has registered a decline in the ratio.

It has emerged from the interviews during the present study that during preschool years parents do not show any difference between boys and girls which may be in terms of education, clothing or privileging the boys with special status but discrimination starts reflecting once the girl reaches adolescence. As far as education is considered, in terms of pre-school education no such difference was visible as almost equal number of boys and girls were attending the centre. Statistics have shown that in middle or higher classes drop out rate of girls is high in Haryana. The reason subjects cited, were the attitude of their parents where family members are reluctant to send their daughters or granddaughters to other villages for studies. If the high school is in the same village and is only for girls then they are ready to send girls to school. In fact most of the mothers who had discontinued their studies after 8th standard gave the similar reasons.

Verbatim

"आज के समय में लडका और बडकी में कोई भी फर्क नहीं होना चाहिए लेकिन फिर भी एक लडके का होना जरूरी हैं।"

"In today's scenario there is no difference between girl and a boy but having one son in the family is essential"

2. Adult's Conceptions on (Parents, ICDS Personnel and VEC Members) ECCE.

This section explains the conceptions of ICDS personnel, (AWWs, Supervisor and Child Development Officer) and Village Education Committee (VEC) members on ECCE. Their conceptions about ECCE have emerged from the analysis of interviews carried out.

The results of domains that were common for Parents, ICDS personnel, VEC members have been compiled together in tabular form in order to get a comprehensive picture of the same.

Domains Common for Parents, ICDS Personnel, VEC members.

- 1. Views on Preschool children's Development and Learning Needs.
- 2. Purpose of a Preschool.
- 3. Views on Essential Features in Preschool Education (PSE).
- 4. Views on Best Practices in Preschool Education (PSE) Programme.
- 5. Conceptions about the Developmentally Appropriate Practices.
- 6. Views on Linkages between Anganwadi centre (AWC) and Primary School.
- 7. Views on Role of Books, Story telling, extra Curricular Activities in ECCE.

0

- 8. Views on Role of Play in ECCE.
- 9. Views on Gender difference in Preschool.
- 10. Views on Training requirement of Anganwadi workers (AWWs).

Results of Domains that were Common for Parents, ICDS personnel and VEC are given as under

1. Views on Preschool Children Development and Learning Needs

Parents	AWWs	Supervisor-1	CDPO-1	VEC -9
Emphasized	Emphasized on	Overall	Emphasized	Believed
on food,	holistic	development	on holistic	that pre-
health,	development of	of children is	development	school years
immunization	children i.e.	important	of children	are
hygiene and	physical,	during the pre-		foundation
education	motor,	school years		years for
	language,			children.
	cognitive,			Emphasized
	social: (4)	,		on physical,
	Verbatim:	-		social and
,	" चहुँमुखी			cognitive
	विकास"			development
,	"Holistic			of children
	development"			

Table15

The table15 indicates that for parents nutritious food, health, hygiene, immunization and education being the most important aspects during early years whereas AWWs, Supervisor and CDPO emphasized the holistic development of children. Members of VEC believed early years being the formative years thus emphasized upon children's physical, social and cognitive development.

2. Purpose of Preschool

Parents	AWWs	Supervisor-1	CDPO-1	VEC -9
1. School	1. School	-School	-School	-School
readiness.	readiness: (4)	readiness	readiness.	readiness.
2. Prepare for	,			
interviews in	2. for all	-Learn to sit	- Children	-Children
big schools.	round	and speak	become	learn to sit.
3. Peer	development		active.	
Socialization.	(4)	-For all round		-Children
4.overcome		development	- peer	learn 3R's
Separation	3. learn		socialization.	and
anxiety	counting,	-Develop		
5. Learn 3R's	alphabets and	sociability	- increases	-Also
6. Others	pre-writing	_	awareness	children
include	skills: (4)	-Learn	about health	learn to stay
Speak		counting,	and hygiene.	away from
fluently,	4. gives	alphabets etc		mother for
Learn to sit	strong	and	-Reading and	some time
Waste time at	foundation to	prewriting	Writing	and mothers
home, SNP,	children:(3)	skills.	readiness.	too get time
learn good	5. develop			for her.
manners and	sociability:	-Learn to	-Mothers who	
it is near to	(3)	leave mother.	are working	
house and free		-Learn	can leave	
		discipline	their children	
	7	-Gives strong	and go out for	
		foundation to	work.	·
		children	C1-11-1	
			- Children's	
			separation	7000000
			anxiety	

	reduces.
	- Enhances
	Children's
	physical,
	language,
	social and
	cognitive
	development.

Table 16

The table 16 indicates that Parents, ICDS Personnel, VEC members all viewed School Readiness as being the main purpose of pre-school. Broadly they all had viewed the holistic picture of readiness like reduced separation anxiety, peer socialization, discipline, language development etc but still their inclination was more on 3R's and early academic start.

Verbatim

"बड़े स्कूल में जाने से पहले बच्चा कुछ पढ़ना लिखना सीख जाता है, उठना बैठना आ जाता हैं। बच्चे बड़े स्कूल के लिए तैयार हो जाते हैं।"

"Before going to the big school children learn to read and write, learn to sit and speak and children get ready for the big school."

3. Adults Views on Essential Features in Preschool Education (PSE) Programme.

	Parents		AWWs	S	upervisor-1	CDPO-1	VEC -9
• .	PSE	•	Indoor Free	•	Play way	-Play way	-Teaching
	should		Play, toys and		method	method of	of 3R's
	have lot of	•	Outdoor		should be	teaching	important
	play		games –(4)		adopted.	should be	
	material.	•	Children to be	•	Children	adopted.	-Play way
•	Emphasis		taught in play		should		and activity
	on 3R's	,	way method		learn	-Children	based so
	but should		(4)		concept	should know	that
	be taught	•	Story Telling		formation	the counting	children
	in play		and rhymes		reading	upto 1- 100	enjoy and
	way		(4)		and writing.	and also	learn
	method.	•	Activities for		readiness.	writing (for	-Children
•	Should		concept	•	Discipline	children in the	should be
	follow a		formation (3)		and learn to	age group of	taught
	proper	•	Activities for		sit and	5-6 yrs),	manners,
	time- table		writing		speak.	oral and	discipline
	as it		readiness			written	and
	happens in		language		Children	alphabets to	speaking.
	other		enhancement		should be	be taught to	
	private		(4)		taught	children in the	-Children
	schools.	•	Teaching of		about	age group of	should be
	private		Alphabets and		personal	5-6 yrs)	made ready
	schools.		numbers(4)	ŀ	hygiene.		for primary
	•					-Children to	school.
				-U	se of things	be taught	
				fre	om	discipline and	-Lot of
				en	vironment	good	games and
				lik	te pebbles,	behaviour	open play

		leaves etc for	-Children	areas for
		teaching	should be	children
		purposes	made to	with
	·		participate in	swings
dy			cultural	
			functions to	-Books
			build up their	should be
			confidence.	the part of
				ECCE

Table 17

The table 17 indicates that parents, ICDS Personnel, VEC and Local community leaders have surely recognised the importance of play way method as an important component in teaching. But at the same they did emphasize the importance of books and teaching of 3R's as essential feature in an ECCE programme.

4. Best Practices in Early Childhood Care and Education (ECCE)

Parents	AWWs	Supervisor-1	CDPO-1	VEC -9
-Play way	1. Play	-Play way	-Play Way	-Play way method
method of	way	method.	method.	of teaching.
teaching	method of		Also to have	
should be	teaching-	-Through	structured	- Use of pictures,
adopted.	(4.)	stories,	syllabus just	charts and toys
		rhymes and	like other	
-Rote	2. Use of	activities	schools.	- By narrating
learning	pictures,	-Things from	- emphasised	children stories and
should be	charts and	environment	on 3R's for	singing rhymes.

discouraged	toys-(4)	to be taken	higher age	- Activities to
aiscouraged	• 1, 1		•	
-	3. One of	and used for	groups (5-	enhance physical,
- children	the AWW	teaching a	6years).	social and cognitive
should be	mentioned	concept.	She felt that	development of
taught	that best		AWW's	children.
lovingly and	way is to		must do the	
without	reach to the		activities	
burden	level of		which may	
	children		enhance the	
-Make	and sit with	,	holistic	
children sit	them in a		development	
and study	circle(1)		of children	,
3R's	4. By		like-physical,	
- Teaching to	narrating		motor,	
be activity	children		social,	
based and	stories and		language and	
AWW should	singing		cognitive	
teach children	rhymes-(4)		development.	·
good			٠	
manners.				

Table 18

It is evident from Table 18 that all the subjects viewed play way method as the best way of teaching that should be adopted in an ECCE programme.

They also emphasised on 3R's (Parents), structured syllabus (CDPO) or use of books (VEC). In some way all three categories were influenced by the methodology adopted by other privately run schools where preschool school means serious studies. So they did feel that academic competence is important for preschooler's but that should be taught in child friendly manner.

5. Views on Developmentally Appropriate Practices (DAP)

Parents	AWWs	Supervisor-1	CDPO-1	VEC -9
-Understanding	-Do not	- Do not	CDPO	The committee
for DAP was	follow in	emphasize	mentioned	felt that it is
limited Some	practice	much on DAP	that space	important to
of the parents	because of	to be followed	should be	conduct those
were of	large group	in the centre.	provided so	activities that
opinion that	size and lack		that classes	can enhance
DAP should be	of space-(4)		could be	children's
practiced but at			segregated	physical,
the same time			according	social and
they also felt			to the age	cognitive
that it is	•		groups	development.
difficult for				Books should
AWW to				be introduced
concentrate on		,		as it is in other
each child.	,			schools.
				Though the
				content of
				books can be
				taught in play
				way method.

Table 19

The table 19 indicates parents and AWWs felt that practicing of DAP in the centre is practically not possible because of large group size and lack of space. Supervisor and CDPO though had knowledge about the concept but still didn't add much value or accentuate the workers to adopt the practice

6. Views on Role of books, story telling and extra curricular activities in ECE

Parents	AWWs	Supervisor-1	CDPO-1	VEC -9
Parents were	-They felt that	-Through	-Books and	-They believed
of opinion	children learn	books and	story telling	that books, story
that:	the concept	stories children	retain	telling and extra
-Picture book	faster and	tend to relate	children's	curricular
leads to better	retain for	with their	attention for	activities are
understanding	longer time	everyday things	longer time.	very important
of a concept in	(3)	which they see		for children's
children.		around them.	- Children	better
-Children	-Children		show interest	understanding
enjoy seeing	enjoy more	-Children enjoy	in learning.	of concept.
pictures in	and show	the pictures and		
books.	interest in	also they learn	- Essential	-Helps in
-Picture book	learning-(4)	the concept	component in	maintaining
creates		faster	ECCE	children's
interest in		•	programme.	interest and they
children for				would love to
later learning				come to
and reading.				AWC everyday.

Table 20

The table 20 indicates that parents, ICDS personnel, VEC and local community leaders viewed books, story telling and extra-curricular activities as an essential part in an ECCE Curriculum. The responses they cited were mainly that it helps children in gaining concept clarity, creates interest, children easily relate things to their surroundings and above all they enjoy and show interest which may motivate children to attend AWC regularly.

7. Role of Play

Parents	AWWs	Supervisor-1	CDPO-1	VEC -9
-Parents	-Important for	-Important for	-Play is	-Important for
acknowledged	physical	holistic	equally	physical
the importance	development-	development	important as	development
of play They felt	(4)	of children	studies.	
of play They felt that -play is very important for children otherwise they get bored studying all the timeHelps in physical development of child and also children become activeAn important mode of	- Mental Relaxation-(2) - Lot of free play as well as structured play is important-(2)	- Good source of relaxation	- Makes children physically strong also and mentally active	- Should have lot of play area and play equipments for children Playing is as important as studies.
relaxation.	•			
-Most of parents		•		
rated play at par				
with study. In				,
fact one of the				
father rated play				
above the				
studies.				

Table 21

The table 21 indicates that subjects viewed play as an important component in child's everyday routine. Nearly all the subjects rated play at par with studies. The reasons varied from source of relaxation to keeping the body and mind fit.

8. Views on Gender difference in ECE

Parents	AWWs	Supervisor-1	CDPO-1	VEC -9
Parents	-Gender	-Sons are	- Gender	Verbatim:
viewed that	difference is	preferred over	discrimination	"हाँ जी लडका
there is no	visible in terms	daughters	is prevalent.	होना तो जरूरी
Gender difference in early childhood education. But due to social pressures still preference is given to the boys and having a boy is mandatory.	of preference for boy child but in general rearing kids no special privileges are given to boys esp. during early years- (4). - The number of girls coming to the centre is almost equal to the numbers of boys attending- (1)	- In terms of pre-school education differences not visible	-During adolescence more visible in terms of going out, clothing, household chores etc In early education difference is not seen.	हैं। क्योंकि खानदान का नाम तो आगे लडके ने ही चलाना हैं। "YES-having a son is essential as they are the one's who take the family nameTwo of the members were themselves well educated so they believed that girls should become

	4.800			economically
				independent
				and education
	· .			is must in
				today
				scenario.
				But there were
				other members
		•		who agreed
				upon the
				importance of
				education for
			,	girls but still
				they were not
		. ,		ready to send
				the girls
]	outside the
	·		•	village for
·				further studies.
Table 22				

Table 22

The table 22 reflects community discrimination based on Gender. It is so much so that having "SON" is mandatory. To support it if we go by the sex ratio in Haryana it is lowest amongst the other states (874/1000) (source: census-2001). The ICDS personnel mentioned that discrimination is not seen during the early years but during adolescence years it becomes more prevalent in terms clothing, education, going out or doing household chores etc.

9. Views on training requirements of AWW and AWH

Parents	AWWs	Supervisor-1	CDPO-1	VEC -9
Parents felt that	AWW's	Satisfied with	CDPO	All the
Training is	acknowledged	the training	viewed their	members
essential for	the importance	programmes	training to	viewed
AWW and AWH	of training (4)	for themselves	be sufficient	training as an
otherwise they	- Satisfied with	and also for	in terms of	important part
will not	In -service and	AWW and	content, and	in any ECE
understand as to	Pre-service	AWH in terms	execution of	programme.
how to deal with	trainings in	of content,	ECCE	
small children.	terms of content	duration and	programme.	-Without
-AWW get	and duration	quality of	They	training
updated about the	and duration and in execution	training.	mentioned	AWW can't
new developments			that in	handle the
in the field of	of ECE		interiors the	children
child development	programme- (4)		workers do	efficiently.
- keeping children	-Refresher		not get	·
engrossed for	courses which		opportunity	-had no idea
three hours is not	take place after		to attend	about the
an easy job. So for	every 2to 3		different	content,
that matter AWW	years, would be		workshops.	duration of
should be trained	better if these		Therefore	training being
regularly	are conducted		workers	provided to
in order to find	every year-(1)		working in	AWW's or
new and		,	interiors	AWH's. No
innovative ways			lack in	idea about the
of doing the	,		training.	oraganisation
activities with	·		,	involved in it.
them				

Table 23

The table 23 shows that parents, ICDS personnel, VEC members unanimously viewed training as an integral part of an ECCE programme. ICDS personnel seemed satisfied with their training programmes but CDPO mentioned that the workers who work in interiors do not get the opportunity to attend workshops that are held from time to time. Therefore the need is to arrange more frequent training programmes for the workers who are working in interiors.

Domains Specific for Programme Executers (ICDS Personnel, VEC Members)

- 1. Views on Minimum Requirement for a Preschool in terms of the Infrastructure and Facilities.
- 2. Strategies Adopted for Mobilisation of Community Participation.
- 3. Strategies Adopted for Linkage with Primary School.
- 4. Views on Use of Indigenous Play Materials.
- 5. Role of VEC or support from VEC in running the Centre.
- 6. Expectation of Community from an ECCE Programme in the Community.

1. Views on Minimum requirement for Pre-school in terms of infrastructure and other facilities.

AWWs	Supervisor-1	CDPO-1	VEC -9
-Two 200sq.yd	-AWC should	-200sq.yd room.	-300 Sq.yd of land
rooms one for	have all the	Should have two	- Toilet, Outdoor
storage and other	basic amenities	rooms where	Play space.
for classroom- (1)	like two	children can be	-AWCs should
- The centre	200sq.yd rooms	segregated	have lights, fans,
should	one for storage	according to the	radios, slides, toys,
have toilet,	and other for	age. Classes	takhtis, slates,
outdoor play area,	classroom.	should have	balckboard, towel
lights, fans,	-It should be	benches so that	tat-patti etc
almirahs,	away from the	it can get the	
table,chair,	traffic and	look of a school.	
swings, proper	should have	-Kitchen, toilet,	
drinking water	clean	Outdoor Play	
facility(4)	surroundings.	space.	
	- The centre	-AWCs should	
-It should be away	- The centre	have tube	

from the traffic.	should have	lights, fans,	
(4)	toilet, outdoor	radios, slides,	
-It should have	play area, lights,	toys, takhtis,	
gated entry, this	fans, almirahs,	slates,	,
will avoid children	table, chair,	balckboard,	
going out on their	swings, proper	towel tat-patti.	
own- 1	drinking water	-Boundary wall	
	facility and toys.	should be high	
-Number of	-It should be	and AWC	
registers should be	away from the	should have	
reduced, presently	traffic and	Gated entry	
they have to	should have	-Play way	
maintain 11	clean	method of	
registers so if	surroundings.	teaching should	
possible some of the registers can	-Number of	be adopted.	
be combined thus	registers should	-Children should	
reducing the	be reduced.	know the	
burden and also	-Pre-school	counting up to	
saving their time	programme	1-100 and	٠,
too-(4)	should help in	also writing(for	
	enhancement	children in the	
	overall	age group of 5-6	
	development of	yrs), alphabets	
and the state of t	children but she	oral and	*
	felt that children	written (5-6)yrs.	
	should get	-Should Teach	
	uniforms, also	children	
	they should get	Discipline and	
	bags so that	good behaviour.	
·	children as well	-Children should	

	as parents would	be made to	
	start taking	participate in	
	AWC seriously.	cultural	
-		functions to	
		build up their	
		confidence.	
		-CDPO is of the	
		opinion that	
		there is lot of	
		load of records	
		and registers on	
	,	AWW's. It	
		should be eased	
		out by reducing	
		their numbers	
		and combining	
		them into few.	

Table 24

It is evident from table 24 that the programme executers viewed that AWC should get more space and it should be equipped with the basic facilities. Subjects desired that outdoor play area should be equipped with play equipments like swings, see- saw, slides etc. CDPO felt that there should be two classrooms where children may be segregated according to different age groups. Supervisor felt that children should get uniform and bags and VEC felt that instead of SNP children can be given books, pencils, eraser etc which may give them a sense of belonging. Last but not the least all the four AWWs, Supervisor and CDPO mentioned that the number of registers to be maintained by the workers should be reduced.

2. Strategies for Community Mobilisation

AWWs	Supervisor-1	CDPO-1	VEC -9
-Hold meetings	-Making mothers	- CDPO during	Verbatim:
with mothers on	aware about	her meetings with	" हमने आज तक
every Saturday-	different schemes	AWWs and	ऑगनबाडी के लिये
(4)	initiated by the	Supervisors try to	कुछ नहीं किया ।
-During home visits try to encourage mothers to come forward in	social welfare department and Also motivating them to participate in those schemes.	motivate them to involve mothers in ECCE programmesIntroducing different schemes,	"We have done nothing for the AWC" -They mentioned that they
community work- (4) -Formation of "self help groups" and "Mahila	-Formation of Mahila mandals and self help groups.	forming Mahila Mandal, self help groups etc. try to give mothers an	themselves are not very convinced as far as functioning of
Mandals" (with the help of supervisor). This is to motivate the mothers to actively involve in the community work for their village and for themselves too-(1)		opportunity to come out of their houses and get aware of social issues, children's development and learning and other related issues.	AWC is concerned. -At individual level ex-Sar-Panch (member of VEC) had done good work in building of high school in the same village thus helping the retention of girl students in the
			school.
	<u> </u>	<u> </u>	1

The state of the s	{	-Encouraged the
		villagers to
		participate in
		every school
		function. It was to
		bring the sense of
		responsibility
		towards the
	٠.	children and the
		village.

Table 25

The table 25 reflects that the strategies adopted by ICDS personnel in community mobilization are in the form of Mahila Mandals, Self help groups, holding Saturday meetings with mothers and also home visits by AWW. On the other hand VEC clearly mentioned that they had not put in any efforts to mobilize the community. But at individual level the ex-sarpanch used to involve parents by organizing the functions and festivals in the middle /secondary school. The members of the committee voiced that the change in the community can only be brought by Sarpanch if he is willing to do so it is"One Man Show"

3. Linkages between AWC and Primary school

AWWs	Supervisor-1	CDPO-1	VEC -9
-AWWs	-Organize	- CDPO do not	VEC and local
interaction with	meetings with	maintain direct	community leaders
Primary school	primary school	link with the	do not involve in
teachers is limited	teachers with the	primary school	maintaining any
to the admission	aim to maintain a	teachers, but it is	link between
of 5-6 years old	good rapport	mainly through	AWW and Primary
or 5-6 years old	good iappoit	manny unough	school.

children from	between AWW	AWW and	
AWC to Primary	and Primary	supervisor.	
school.	school.		
They provide the	Also easy		
list of eligible	transition of		
students	children from		
to the primary	AWC to primary		
school teachers	school.		
and also		•	1
encourage the			
parents to send			
their children to		1	
primary schools-	·		·
(4).			
2. One of the			
AWW responded			
that she attend the			
festivals held at			
primary school-			
(1)			

Table 26

The table 26 indicates that the linkage between AWW and the primary school teachers was limited in giving the list of eligible students to them. Supervisor held meetings with the primary school teachers that too not on regular basis. CDPO is not directly involved with the teachers. VEC did not play any significant role in linking the AWC to the primary school of that area.

4. Role of Village Education Committee(VEC)

AWWs	Supervisor-1	CDPO-1	VEC -9
-Not aware of	Supervisor was	CDPO was also aware	VECs role is to
any VEC-(3).	also aware of	of the functioning of	form a link
any VEC-(3). -Aware of VEC as she herself is the member of the committee- (1)	also aware of VEC but as such there was no interaction between VEC and supervisor.	VEC in villages but as such there was no	between the school administration in the village and the Govt. Their role is to see that the funds that are given by the govt. for repair work or for purchase of any item of the school
			are utilised appropriately or not. As far as AWC is concerned they mentioned that their role is merely on paper's it's just an Eye Wash!

Table 27

The table 27 indicates missing link within programme executers. On one hand three out of four AWWs were not aware of the existence of VEC in the village and on the other hand Supervisor and CDPO didn't have any functional linkages with VEC.

5. Use of indigenous play material in ECCE

	•		
AWWs	Supervisor-1	CDPO-1	VEC -9
At the time of pre-	Supervisor	CDPO believed	They were of opine
service training	believed that that	that use of	that toys are an integral
AWWs got the	it is important to	indigenous	part of an ECCE
training to make	use play	material is	programme but did not
culture specific	materials which	important in an	emphasized strongly
toys -(4)	are available in	ECCE	upon the use of
-Use play and	their	programme.	indigenous play
teaching material	surroundings like		material.
provided by the	pebbles, leaves,		
Department(4)	puppets etc. i.e.		
-Earlier used materials from the surrounding and involve children in making toys with mud and waste materials, Children used to participate and	culture specific toys. Supervisor does instruct the AWW to use toys by collecting material from their environment.		
enjoy(2)			

Table 28

The table 28 indicates that ICDS personnel did acknowledge the importance of using indigenous materials in the centre. Two of the AWWs felt that children used to enjoy and participate actively when they used variety of indigenous teaching aids with them but since the time they have got the readymade materials they too didn't feel like putting in any extra efforts into it. Thus showing that lip service is provided for the right methods to be used but programme executers themselves are not very motivated to work in this direction.

6. Views of program executers on expectations of community from PSE program.

AWWs	Supervisor-1	CDPO-1	VEC-9
AWC	-Children	-Should be near to	-AWC should be near
should	should be safe	their house and safe	to beneficiaries'
become	and learning to	place for their	house.
like	take place at	children.	-SNP is not of any use
any other English medium school(2) -Children should learn manners, reading, writing, alphabets	the centre which can make their children ready for main school. -Children should proper school bags and uniform.	-AWW should teach the children in proper way and prepare them for formal schooling. -Community want that the schemes or policies should be for everybody and not for any particular section of people.	instead people would prefer that their children should get pencils, slate and books which they can carry home and practice. -VEC members view that community do not take AWCs very seriously so it is
etc(2)			important that AWC should become more
			like other private schools.
			-should have lot of outdoor play area
			outdoor play area

Table 29

The table 29 indicates that AWWs, Supervisor, CDPO, VEC members in a way reflected on community's preference for privately run schools than the preschool run by the government. The probable reason for this may be the infrastructure facilities and academically oriented curriculum.

SECTION IV

This section aims to get an insight into Anganwadi workers (AWWs) training and their understanding of core concepts of Early Childhood Care and Education (ECCE). This would help to understand the extent to which this training is beneficial in execution of an ECCE programme.

The Main Domains Under Which the Results Were Analysed are:

- 1. Points AWWs keep in mind while dealing with small children.
- 2. Areas that AWWs focus before planning the activities in the classroom.
- 3. Anganwadi Workers views on the activities that should be performed in the center.
- 4. Anganwadi Workers (AWWs) views on a good Pre-School Education programme.
- 5. Views of AWWs on Pre-school education (PSE) for preparing children for primary school.
- 6. Teaching available and being used in the classroom by the Anganwadi workers (AWWs).
- 7. Assessment procedure carried out by AWW for children.
- 8. Views on training in terms of Content, Duration and Experience.
- 9. Anganwadi workers (AWWs) views on benefits they have gained from the training.
- 10. Major thrust areas in In-service and Pre-service training

Educational Background and Experience

All the four respondents had background in Early Childhood care and Education (ECCE). All four of them had 9-16 years of experience with ICDS. They had undergone many in-service trainings in the form of refresher courses. Apart from these training programs they all had attended workshops organized by different professionals and organizations at different points in time.

Domains

1. Points AWW's keep in mind while dealing with small children

Points AWWs keep in mind	No. of AWWs
- Children are young so they	4
should be treated lovingly.	
- Should come to the level of	1
children and then make them	
understand the concept.	
- Not to be strict with kids	4

Table 30

2. Areas that AWWs focus before planning the activities-

All the four AWWs do not plan the activities beforehand or kept particular activity in mind before they come for the class. They generally refer "ANKUR book", which has been provided by the department as a reference guide for the workers for executing the activities in the class. The contents of the book includes stories, rhymes, pattern writing, topic on festivals, alphabets, counting, fruits, vegetables, means of transport etc.

3. AWWs Views on Different Activities that should be Performed in the Centre.

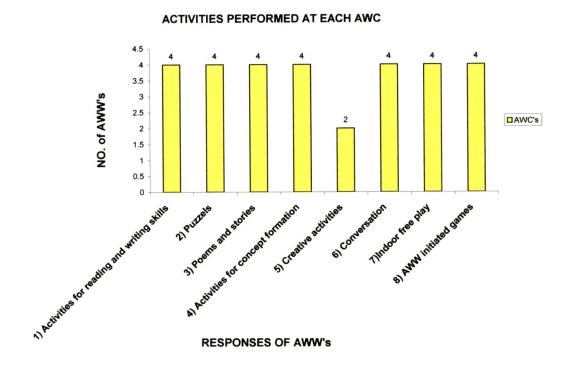


Figure 17

It is evident from figure 17 that the activities or curriculum being followed in the centre include all the essential features which are needed in a quality ECCE programme. These comprises of pre-reading and writing skills, activities for language, cognitive, motor and physical enhancement of children.

4. AWWs Views on a Good Preschool Education Programme

AWW's VIEWS ON A GOOD PSE PROGRAMME

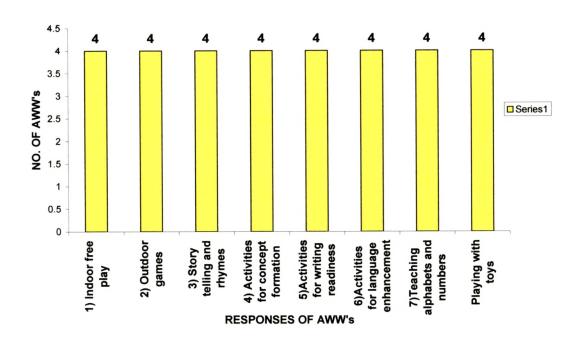


Figure 18

The figure 18 depicts that AWWs believed that a good PSE programme should include activities like free play, outdoor games, story telling, pre-writing skills, language enhancement etc.

5. Views of AWWs about PSE Preparing Children for Primary School



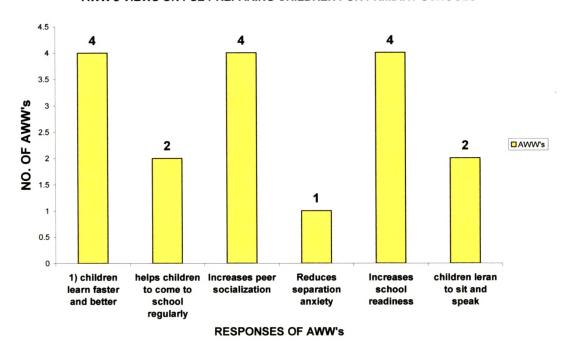


Figure 19

The figure 19 indicates AWWs belief that pre-schooling put children at advantageous position in context of adjustment in primary school. They expressed that children attending AWC have the experience of group interaction; have the experience of pre- reading and pre-writing skills as compared to those who directly go to the primary school. Thus these children learn faster and better. They learn to sit and speak, get socialised easily and show negligible separation anxiety thus facilitating their formal learning in school.

6. Teaching Aids Available and Being Used in the Class.

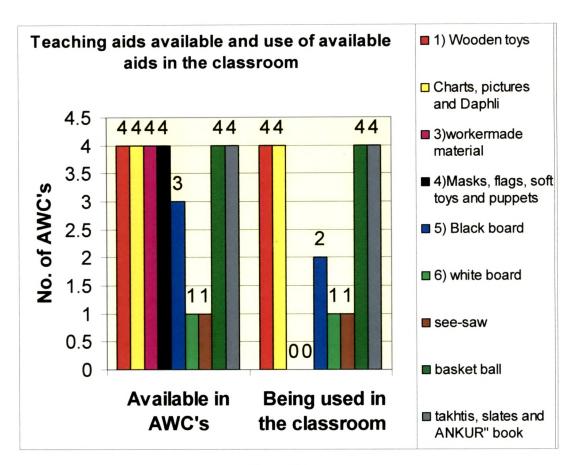


Figure 20

As per figure 20 all the four centers had lots of teaching materials ranging from wooden toys to worker made material. In fact one of the AWC had white board also. But all of them used readymade material like wooden toys, takhtis, slates, charts etc that were provided by the department. As far as the worker made materials were concerned two of the workers mentioned that earlier when the department had not provided them the readymade materials, they used indigenous materials in the classroom and children used to participate and enjoy. But now they use readymade teaching aids.

7. AWWs Views on Assessment

All the four AWWs assessed children on the basis of their performance in the class. They did not maintain any record or had any assessment scale on the basis of which they assess children. As mentioned by the workers the child's progress is verbally conveyed to the parents during the mother-teacher meetings held every Saturday or when mothers come to drop and pick up children from the AWCs or during the home visits.

8. AWWs Training in Preschool Education Programme

AWWs were asked questions related to their in service and pre service training programmes in terms of its adequacy and extent to which these training are helpful and incorporated in execution of ECCE programme. All the four AWWs felt that in -service and pre-service trainings are adequate in terms of content, duration and execution of ECCE programme. But one of the worker mentioned that refresher courses taking place after every 2to 3 years, should be conducted every year.

9. AWWs Views on Training

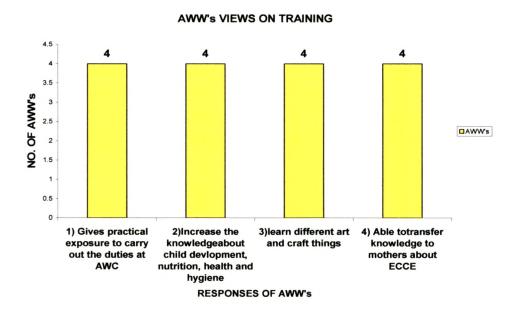


Figure 21

It is evident from the figure 21 that all the four workers believed that they had gained knowledge about the importance of health, hygiene, immunization, preschool education etc otherwise they were ignorant about these concepts.

10. Major thrust area in In-service and Pre-service training.

According to all the four AWWs, they had undergone compulsory pre-service training for 3 months. During the pre-service training AWWs were taught the practical aspects of their duties and responsibilities like carrying out the surveys and maintaining of the registers. Also they got training for making culture specific toys like dolls from waste material or masks, puppets, flash cards, clock etc. Also they were sent to the field work where all four of them assisted the trained AWW.

All four of the workers had undergone in - service training in the form of refresher course for 15 days. According them this refresher course is conducted every 2 to 3 years by the Department. During the course AWWs knowledge is updated and also new things related to the field are introduced. Apart from the above time to time workshops or seminars are also conducted by various professional like doctors, or social workers to enhance workers knowledge in their field.

Sum Up

It is reflected that AWWs had the understanding of the core concepts of child's development. They were trained and experienced but the need is to relate their training modules with the actual practices.

It seemed that the workers were aware about the right curriculum/ activities that should form a part of a good PSE programme but they failed to incorporate all the components in their classroom routine thus showing the lack of motivation on their part.

SECTION V

This section of the chapter documents the teaching learning program details in four Anganwadi Centres in rural setting of Gurgaon.

The Results of four settings have been described under the following heads.

- 1. Context, Location and Setting of Preschool.
- 2. Components of Preschool Program.
- 3. Salient Features Observed Across the Program Components.

The context of AWCs has been explained with respect to location, physical setting and facilities available.

THE CONTEXT (Fig-22)



The Village



The Village



The Anganwadi Centre (1)



The Anganwadi Centre (2)

I) a) Location and physical setting of AWCs:

All the four AWCs were situated within the community thus they were safe and easily accessible to the beneficiaries. The children coming to AWC mainly belonged to the same village predominant amongst them were the Hindus. In all the four AWCs it was observed that the majority of villagers sent their children to private English medium schools. So the children who were attending the AWCs mainly belonged to low socio economic status, majority belonging to the floating population. These families hailed from different States of India, mainly from West Bengal. These children had different cultural and language background.

The building of all the four centres was provided by the community /Panchayat. They had pucca cemented structure. Three of the buildings were in the community hall and these halls were also used for marriages or other social functions by the villagers. Therefore as a general practice the AWC remain closed on the day of function.

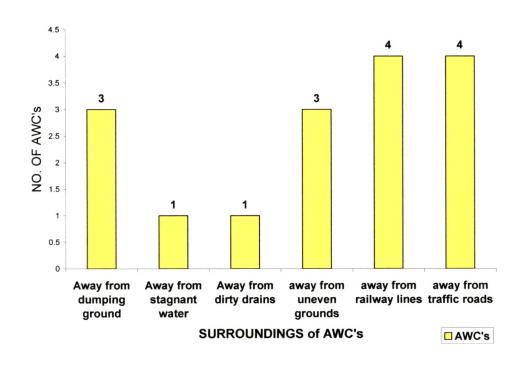
B) Facilities: Under the facilities the main features observed in all the four settings are categorized as under.

> Physical facilities:

- a. Surroundings of AWCs.
- **b.** Toilet facilities and their utilisation.
- **c.** Drinking water facility.
- **d.** Availability of space indoor and outdoor and utilisation of outdoor space.
- **e.** Availability and utilisation of indoor and outdoor games equipments.
- **f.** Availability and utilisation of worker made material, supplied material and locally available material.

a) Surroundings of AWCs







The Surrounding of Anganwadi Centre (Figure 23)

It is apparent from figure 23 that the centres were located in unhygienic surroundings. The centres were not located near the main road, traffic did ply on the internal road near AWCs but there was no heavy traffic on thees roads.

b) Toilet facilities and their utilisation

Out of four AWCs the toilet facility was available in two of them and still the children were not allowed to use these toilets. The reason cited by the workers was that it creates smell in the classroom thus children generally went outside the class to relieve themselves.

c) Drinking Water Facility

In none of the four centres drinking water source was available. The Anganwadi helper (AWH) filled the bucket/ pot and stored the water .The pots and buckets were covered and water was changed daily by AWH.

d) Ventilation, Room and Electrical Equipments

All the AWCs had 2 rooms. One room was for storage purpose and other for taking the class. They had durries, mats, chairs, boxes for storage. Only two centres had almirahs for keeping registers, books and other material. The other two kept the items safe in the drums available to them for SNP. Three of the AWCs were well ventilated and one of them was quite dingy, so children in this particular centre were made to sit outside in the varandha.

Lights and fans: Two AWCs had light in one room and other two did not even have tube lights. As far as fans were concerned, except for one Centre the other three did not have fans.

a) Availability of Space: Indoor and Outdoor and Utilisation of Outdoor Space Available.

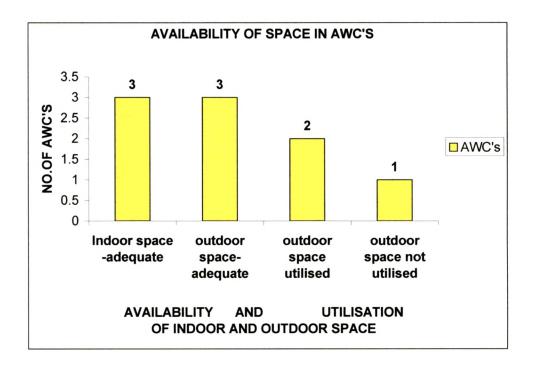


Figure 24

The figure 24 indicates that three out of four AWCs had adequate indoor and outdoor space available but only two centre utilized the outdoor space and one of the centres did not use the space. This AWC (one not utilizing the outdoor space) did have space but still AWW and children couldn't use it for outdoor activities. As mentioned earlier, the AWCs were mainly built in community hall complex, so in this particular centre a temple was built in the same complex and there stayed a "sadhu" who didn't let children enter the AWC. There were incidents when he had hit the children badly and twice had set the centre on fire. Therefore attending AWC itself was an achievement for kids, playing in open was a far off dream for them.

f) Availability and Utilisation of Indoor and Outdoor Games Equipments

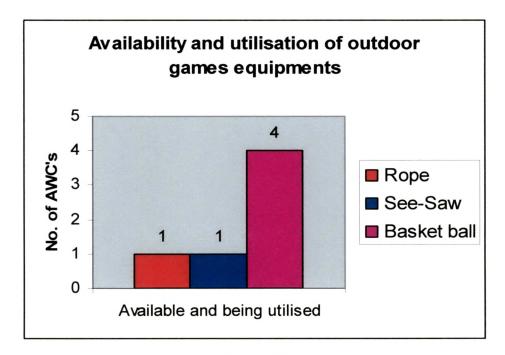
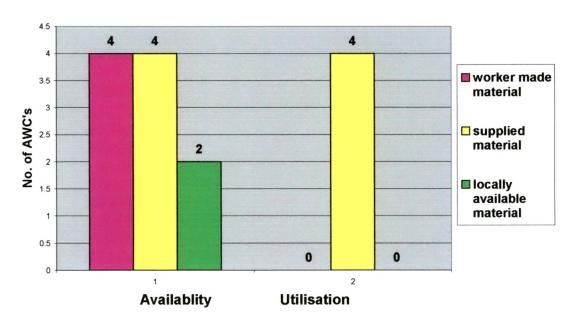


Figure 25

The figure 25 indicates that in terms of outdoor play equipments all the AWCs were provided with basket ball kit that children used occasionally. In one of the centres ladder and in another See- saw was also available. It was observed that children used these equipments during the free play especially before dispersal but that too not on regular basis.

g) Learning and Play Material in the Classroom

Learning and Play Material Available and Being Utilised in the center





Worker Made Materials - Prepared During Pre-Services Training



Worker Made Materials - Prepared During Pre-Service Training

All the four AWCs had worker made materials like masks, puppets, flash cards, clock made of campa caps, texture, flags, shapes made of cardboard etc. These materials were developed by AWWs during their pre- service training programme, which they had attended at the time of joining. The educational kit had not been replenished by AWWs since then. The Teaching- Learning (T-L) material supplied by the department in all the four centres included -charts, wooden toys, beads, daphli, colours, tape recorder, dholak and "ANKUR" workbook for children, which includes pattern writing, alphabets, number work, colouring, matching etc. As far as locally available materials were concerned two of the AWCs mentioned that they used to make utensils with mud and other items with waste materials where children used to participate with full enthusiasm but ever since department had provided the readymade materials they don't use indigenous materials any more.

Verbatim:

पहले हम ऑगनबाडी में बच्चों के साथ मिलकर मिट्टी के खिलौने बनाते थे। बच्चों को खूब मजा भी आता था। पर जब से ऑगनबाडी विभाग ने बने—बनाए खिलौने बच्चों को दिये हैं। तब से हम बच्चों को ये खिलौने ही दे देते हैं। "Earlier we use to make different objects with mud and children used to participate with full enthusiasm but since the time we have got readymade toys from the Department we give them these toys to play with"



Toys Given By the Department



Figure 26

It depicts that because of the easy availability of supplied material, AWWs have stopped putting in efforts of collecting locally available materials and utilising them with children. Though supervisor does instruct them (as

mentioned by the supervisor) to collect things from the surrounding like pebbles, leaves etc for the purpose of concept formation but in practice it is ignored. Although AWWs were aware of the concept that materials collected from environment can add great deal of variety to a good PSE programme but it largely depends upon AWWs interest and motivation.

II. Components Observed to get Generic View of Pre-school Program in AWC:

These were extent of utilisation of pre-school programme by the community, Pre-school programme (Duration of PSE, programme planning, Activities performed (developmentally appropriate activities) and curriculum transaction.), Personnel quality at the AWCs in organization implementation of various activities, mobilization of local support by the extent of community Involvement- in terms of material and financial resources, Assessment of children by AWW, Classroom organizationarrangement, classroom environment and classroom interactive display and use of indigenous material at the centre.

1. Daily schedule of all the four Anganwadi Centers (AWC's)

The official timings for AWCs were from 9:30am to 12:30 pm. Children would start arriving at around 10:00am. - 10:30am. It all depends on AWW and AWH as to what time do they open the centre. AWH on her way to the centre informed the parents to send the children to the centre. The routine used to start with free play followed by prayer, and physical exercise. That too they didn't follow religiously. So it all depends on the mood of AWW as to how she wants to start the day. Around 11:00am. -11:15am the classroom activities start that again was followed by free play and then around 12:00pm. to12:15pm, distribution of Supplementary Nutrition (SNP). As a general practice, children bring polythene bags for SNP to be taken home. After SNP they depart. The length of programme component was flexible which was more dependent on AWW.

2. Extent of Utilisation of Pre-School Programme by the Community:

AWCs	No. of children in specified area(3-6yrs	No. of children registered in AWCs	Average number of children attended AWC on the days of observation
1	80	22	15
2	67	40	30
3	82	38	29
4	65	42	32

Table: 31

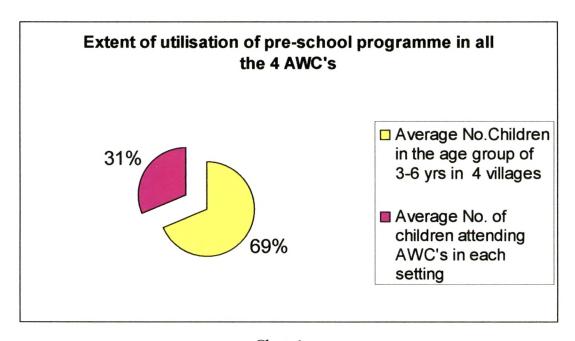


Chart 1

Going by the individual data of each AWC and then clubbing them together, it revealed that the average number of children in the village (3to 6 yrs) were around 74. The average number of children registered in AWCs was around 35, which meant that 50% of children were unregistered in PSE programme of AW. So almost 50% of children were either attending any other PSE programme in the locality or the other possibility is that some of the unregistered children were not attending any PSE programme. Therefore it further states that even less than half of the preschool age children in the community are utilising education facility of AWCs. The reason for low percentage of children attending the AWCs voiced by all the four AWWs was:

Verbatim of AWWs (4)

गॉव वालों के पास पैसा आ गया है जमीन बेच कर तो वो अपनें बच्चों को ऑगनबाडी में क्यों भेजेगें। वो तो बच्चों को प्राइवेट मीडियम स्कूल में डाल देते है। यहां तो ज्यादा किरायेदारों के ही बच्चे आते हैं।

"Villagers have become rich by selling their lands so they are not interested in sending their children to AWC rather they are sending them to the private English Medium Schools. In AWC majority children belong to Migratory population"

• Preschool programme:

The focus during the observation was on the kind of activities being performed in the centre, the curriculum transaction, method used in organising various activities and the use of developmentally oriented curriculum.

The aspects which were explored through the observation in each setting were related to the following parameters.

a) Duration of preschool programme

- Programme planning.
- Activities performed (Developmentally appropriate practices).
- Curriculum transaction.

a. Duration of pre-school programme

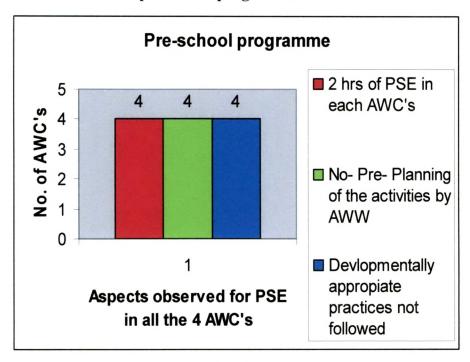


Figure 27

It was observed that officially AWCs have 3 hr of programme starting from 9:30 am to 12:30 pm. Though it all depends on AWW and AWH as to what time they open the centre. During the course of observations it revealed that all the four centres functioned for maximum of 2 hrs.

• Programme planning:

As such the AWWs did not pre-plan any activity before taking the class. The department had given all the AWCs "ANKUR" book, which acts as a reference for them for following the schedule and activities to be conducted in the classroom

• Activities performed -Developmentally appropriate practices (DAP):

In all the four AWCs children were engaged in routine activities which were monotonous in nature, thus not addressing the needs of different children of different age groups. Children who were 3+ or 5+ were more or less subjected to the same activities except in case of writing "slates, takhtis and workbook", where older children were given takhtis and workbook and younger ones were given slates to write. Other than this use of DAP was not visible.

• Curriculum Transaction

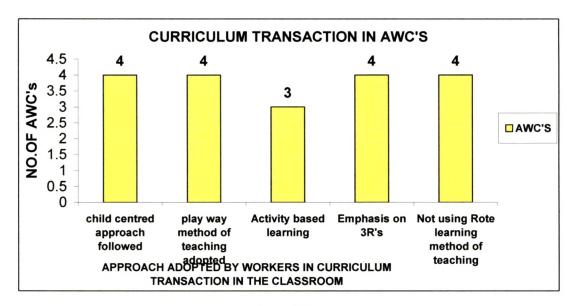


Figure 28

The figure 28 indicates that all the four AWC followed child centred approach, used play way method of teaching, emphasized on learning of 3R's and did not use rote learning method of teaching. Three out of four AWWs mentioned that they do certain activities during festivals like making 'Rangoli' or celebrating 'janamashtmi' where children participate. During the course of the observations no festival was there therefore the aforesaid statement could not

be verified. The curriculum comprised of teaching A, B, C, A- ANAR (Hindi), Pre-writing skills, writing of alphabets and numbers, colouring, use of slates and takhtis. Oral counting, fruits, vegetables vehicle, rhymes, stories, counting with the help of beads and different wooden toys and talking about festivals were the part of curriculum.

Personnel Quality:

The quality of PSE programme is largely dependent upon the quality of personnel involved in the implementation of the programme. AWW being at the centre stage of all the activities, it is important to study her role, behaviour and skills in interacting with children, locals and beneficiaries.

The AWWs were observed under following domains:

- a) Organisation and Implementation of various activities by AWW are as follows
 - 1) Pre-school programme
 - 2) Feeding programme
 - 3) Health and Nutrition education programme-immunization programme
 - 4) Referral services.

It was observed that the major thrust in all the four centres was on Nutrition and health programme, which included SNP for mothers and children. AWW is the link between Primary Health Centre (PHC) and locals, thus helps in creating awareness among locals about immunization of their children, nutrition for pregnant and lactating mothers. It was reflected that AWWs focussed more on health component and ECE did not seem to be the central task for them.

b) Mobilisation of Local Support

All four AWWs maintained good rapport with the community. They gave information about child's progress, guidance to lactating mothers and pregnant mothers and inform mothers about different Mahila Mandal schemes or help in formation of self help groups.

c) Anganwadi Workers(AWWs) Behaviour

All the four AWWs were found to be reasonably democratic, friendly, affectionate, supportive and social.

3. Extent of Community Involvement: In terms of Material and Financial Resources.

There was no financial support from the community in any of the AWCs. In terms of material resources, only in one of the AWC the community had provided things like almirahs, white board, wooden stools (mudas) and pencils to children.

4. Assessment of children by AWW:

Assessment by AWWs was mainly based on class performance of children. They didn't maintain any records for it. The child's progress was reported to mothers verbally

5. Classroom Organization.

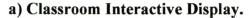




Figure 29

In three out of four AWCs the walls of the centre were decorated with charts and pictures. The charts were related to health and nutrition, counting, alphabets, fruits and birds. These charts were either supplied by medical authorities or some of them were made by children of primary or middle school which they had given to the centre. None of these were child's work or AWWs work.

b) Sitting Arrangement

Three out of four AWCs had flexible sitting arrangement throughout the programme. In one of the centre children were made to sit in rows when the classroom activities started. As such the classroom environment was friendly, democratic and tidy.

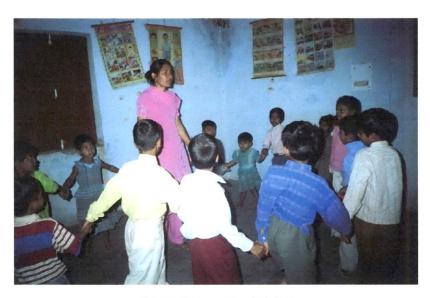
6. Use of indigenous materials:

In none of the AWCs the workers used indigenous materials for the concept formation. All the four workers used readymade materials given by the department. These were wooden toys, takhtis, slates, charts etc.

Programme Components included:

- i) Arrival,
- ii) free play
- iii) prayer and exercise,
- iv) classroom activity,
- v) free play and
- vi) SNP then departure.

Programme Components (Fig 30)



Class Room Activities



Writing of Slate



Distribution of SNP

III) The Salient Features Observed Across the Programme Component were under the following domains:

- AWW- Child interaction,
- AWW- Parent interaction.
- Child- Child interaction and
- Child- Material interaction.

INTERACTION PATTERN (Fig 31)



AWW-Child Interaction



Child-Child Interaction



AWW – Parent Interaction



Child -Material Interaction

Average Interaction Patterns in all the 4 AWCs

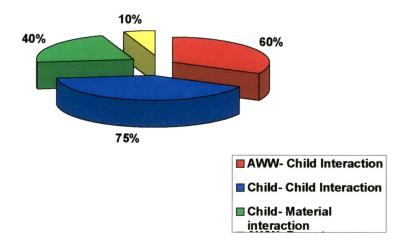


Chart 2

The chart 2 shows that nearly 75% of times the interaction was amongst children. Around 60% of times interaction was between AWW and Children and 40% of times between children and material and least interaction observed was between AWW and Parent

• AWW- Child interaction:

Teacher directed. activity stand to During stand to him, m	observed that at the time of exercise and class y the AWW used instruction with children like up, move your hands, jump on your feet. It concept formation, AWW directed the child to up 'X' start with counting and others repeat after make a line and sit. It is the image of exercise and class and class in circle.
Teacher directed. activity stand to During stand to him, m	y the AWW used instruction with children like up, move your hands, jump on your feet. g concept formation, AWW directed the child to up 'X' start with counting and others repeat after nake a line and sit. e: Make a circle and hold each others hand and
stand u During stand u him, n Rhyme	up, move your hands, jump on your feet. g concept formation, AWW directed the child to up 'X' start with counting and others repeat after nake a line and sit. e: Make a circle and hold each others hand and
During stand t him, n Rhyme	g concept formation, AWW directed the child to up 'X' start with counting and others repeat after nake a line and sit. e: Make a circle and hold each others hand and
stand thim, m	up 'X' start with counting and others repeat after nake a line and sit. e: Make a circle and hold each others hand and
him, n	nake a line and sit. e: Make a circle and hold each others hand and
Rhyme	e: Make a circle and hold each others hand and
move	in circle
Verba	tim I:
हाथ उप	ार करो , हाथ हिलाओ , पॅजों पर खडे हो जाओ।
"Hand	ds up, move your hands, stand on your toes"
Verba	tim II:
खडे हो	कर गिनती सुनाओ औरा बाकी सब इसके पीछे बोलो।
चलो र्स	ोघे हो कर बैठो।
"Chila	i 'X', start the counting and children repeat after
	Sit straight."
Verba	tim III:
	क— एक, हमारी नाक एक, दो—दो—दो स्कूटर के पहिये दो,
	न—तीन रिक्शा के पहिये तीन।
	e to introduce the number concept.
	one –one our nose is one, two- two, two, scooters
	ire two"

Informal

Informal instruction was limited and mainly was visible at the time of free play. Sometimes AWW would ask the child about his/her sibling as to why he/she hasn't come or may inquire about the mother.

Verbatim:

तेरी मां काम पर गई है, कब आती है? तुम गांव कब जा रहे हो।

"Has your mother gone off to work, what time she generally comes back. When are you going to your village."

Disciplinary

All the four AWWs were not strict and had never raised their hands on the children. But of course when the class made lot of noise then they would scream at children. In one of the AWC the Anganwadi Helper (AWH) raised her hands on children but that was opposed by the worker and was given the warning also.

Verbatim:

सब चुप हो जाओ चुप करते हो के नहीं!

Keep quiet everybody, will you stop it !!!!

II: कितनी बार तुझे कहा है कि बच्चो पर हाथ मत उठाया कर अगर तु नहीं सुनगी तो मैं तेरी शिकायत कर दूँगी।

"I have told you so many times not to raise your hands on children. If you will not listen then I will complain".

Table32

Child- Child interaction:

The child- child interaction took place nearly 75% of times. Their interaction pattern is given below

Туре	Interaction
Interactive type	This was visible mostly at the time of slate writing, takhti writing or playing with puzzles or toys.
	Verbatim: मैनें देखा कि तुमने कितनी अच्छी गिनती लिखी है। आ , मैं बताओ पाँच कैसे लिखते हैं।
	"See howell I am writing the counting, come I'll show you"
	X and Y child sitting adjoined and doing the fruit puzzle so one of them talked about banana.
	Verbatim: मेरी मॉ मुझे केले खिलाती हैं। मुझे केला बहुत अच्छा लगता है क्या तू केला खाता हैं।
	"My Mummy gives me banana, I like it do you eat banana".
Solitary	Some of the children played alone with the polythene bags that they brought for SNP. This was more visible at the time of free play.
Group play	Group play was mainly visible when children played with basket ball or on see saw (see- saw available in

one of the AWC).

Once they got the whistles after polio vaccinations so they all made a group and played outdoor with the whistles.

Group play was mainly observed when worker played the sung rhymes with them.

Organized play

Organized play was mainly used during the concept formation, like in one of the AWC, worker asked the children to make a circle and hold each others hand then she taught the counting, which was in the form of rhyme.

Rhyme; eke k ek mere nak ek, two two two scooter ke----- or in another centre the worker would make them in a circle and asked to clap their hands 4 times then rub their hands 3 times, like wise teaching them the number concept.

Cooperative /friendly and sharing

More or less children were found to be cooperative, friendly and sharing nature. But at times they used to fight and hit each other. The cooperative and friendly attitude was seen for the play materials and at the time of classroom activities. But sharing was not visible every time and was also limited to some of the items. For instance -Once a boy got cucumber which he shared with his friends in another incident a girl got candy which she did not share with her friend. It was more or less dependent on child's mood rather than a norm.

Table 33

• Child- Material interaction:

The child material interaction was with the wooden toys, platic toys, slates, tahktis, beads, polythene bags which they brought for SNP, basket ball, seesaw, "Ankur book", crayons, wooden pen (kalam) and chalks.

• AWW- Parent Interaction

Interaction between AWW and Mothers, grandmothers was visible nearly 40% of time. AWWs hardly interacted with fathers.

Туре	Interaction
Social	All the four AWWs maintained good rapport with
	mothers and grandmothers. Generally interaction took
	place when the caretakers came to pick up their children
	and it varied from saying hello or talking about child's
	progress
	Verbatim:
	क्या हाल है तुम्हारा , सब ठीक हैं।
	"How are you, is everything fine"
Informal	Outside the centre AWW interaction with parents was
	more informal type. They talked about general things
	rather than focussing on children. (This was visible at
	the time when AWW introduced the researcher to the
	parents for interview.) During these visits sometimes
	AWW interacted with fathers too.
	Verbatim:
	पिता : सुना है कि मानेसर वाली जमीन में तुम्हें अच्छा फायदा हुआ
	हैं।

ऑगनबाडी वर्कर : हां मेरे ससुर को दो एकड की जमीन में बीस लाख उपर से मिल गये हैं।

Father: "I have heard you have gained a lot by selling Manesar land".

AWW: "Yes, my father- in law gained 20 lakhs on it."

Functional

Functional interaction took place at the centre at the time when mothers came to seek information about child's progress or during infant weighing, immunization, nutrition and guidance about family planning. Also at the time of meetings with mothers, information related to different Mahila Mandals schemes were given to the mothers.

Verbatim:

बच्चा कमजोर हैं। इसको उपर का खाना भी देना भाुरू कर दे. जैसे दाल का पानी , खिचडी , उबला आलू , दही , इत्यादि।

"Child is weak, start giving top food like- dal, khichri, boiled potato, curds etc."

Verbatim II

तेरा बच्चा तो बडा होशियार है। इसको धर में भी पढाया कर।

"Your child is intelligent, teach him at home also".

Verbatim III

टीकाकरण का कार्ड अपने पास सभांल कर रखना और वक्त पर बच्चे को टीका समय पर लगवाया कर । हर बुद्धबार को पाईमरी हैल्थ सेंटर में टीके लगते हैं।

"Keep the immunization card with you and be regular with child's vaccination. Every Wednesday is the immunization day at Primary Health Centre (PHC)".

Sum Up:

It seems that the AWCs did have all the resources to make it an effective ECCE programme but the actual challenge lies with the utilisation of these resources in right way. The programme executers have all the potential to make it a quality programme but unrealistic job charts and lack of motivation are keeping them away.

SECTION -VI

This Section documents the policy/ practice/ local thought equation and thus deriving the linkages among them. The following table shows the emerging conceptions of Early Childhood care and Education (ECCE) from all the three sources

Policies	ECCE Practices	Adults	Verbatims
		conceptions	supporting the
			Interface or
	,		missing links
			between
			policies,
			practices and
			adult's
			conceptions.
			·
Holistic	AWCs focus on	Parents: For	Verbatim:
development of	integrated	majority of parents	
young child	development.	the main focus	"माता—पिता शुरू के
1		was on education,	सालो में अच्छा
		nutritious food	खाना , टीकाकरण ,
-		cleanliness and	साफ सफाई और
		vaccination.	पढाई सबसे जरूरी
		AWW, Supervisor	考 "
		and CDPO:	
-		focussed on	Parents: During
		"Holistic	the early years
		Development".	nutritious food,
		VEC and local	cleanliness,

		community	education and
		leaders	vaccination are
		emphasised on	the most
		Holistic	important
		Development of	things.)
		children.	
Welfare and	AWCs focus on	Parents were	Missing link
development	weaker sections	satisfied with the	between the
approach	of community	programme.	programme
focusing on the	especially. for		executers
weaker and	mobile	ICDS personnel	Verbatim:
vulnerable	population	(AWW, Supervisor	सुपरवाईजर:
sections of		and CDPO) -	"जो बच्चे प्राईवेट
community.		felt that the	स्कूलों में नहीं जा
		programme is good	पाते उन गरीब बच्चों
		for weaker sections	के लिए ये प्रोग्रम
		of society.	अच्छा हैं।"
			G
·		VEC and local	Supervisor:
		community	"The program is
		leaders:	good for poor
		believed that the	children who
		programme takes	cannot go to the
		welfare approach	private schools."
		but at the same	वी. इ. सी. सदस्य
		time they	(9)
		themselves do not	"ऑगनबाडी सेंन्टर
		take the	तो बस ऐसे ही है।
		programme	बच्चे तो ज्यादातर
		seriously esp. the	चीज के लिए आते
		ECE and SNP	है अगर ये लोग

component of the programme.

बच्चों को खाना नहीं भी दे तो भी बच्चों के मॉ—बाप इनको खिला—पिला सकतें हैं। इसकी बजाए बच्चों को किताबें, पेंसिलें दे जो बच्चे घर भी ले जा सके और पढाई कर सके और मॉ—बाप को भी लगे कि बच्चे कुछ कर रहे हैं।"

VEC Members (9): "AWC is just like that only, children come for cheez (SNP). Even if AWC do not give these children SNP still their parents can afford to feed their children reasonably well, instead centre should provide these children with books and pencils so that

-Emphasis on	Community has	Parents: They	they can take them home and study and parents will start taking centre more seriously". Gap exists
Community	contributed in	were not aware of	between the
Mobilisation	terms of land.	VEC. But felt that	policy and
through VEC in	VEC is formed in	community should	practice.
villages.	every village.	work together for	
	VECs work	the betterment of	Verbatims:
	concentrated for	their kids and the	माता—पिता;40
	allocation of	village.	ऑगनबाडी वर्कर(3)
	funds for primary	AWWs: Believed	
	and high school.	that community	"हमें वी. इ. सी के
	The members	should work hand	बारे में कुछ नहीं
	seemed not to be	in hand with them	पता।"
	aware of their	for the uplistment	
·	role as an agent	of village. Three	Parents-40 and
	for community	out of four AWWs	AWW's-3):
	mobilise.	were not aware of	"We don't know
	ICDS personnel:	the existence of	about VEC"
·	used strategies	VEC.	वी. इ. सी सदस्य
	like	Supervisor: Had	;9)
	Mother meetings,	no interaction with	" हमारा काम तो
	home visits,	VEC.	सिर्फ यह देखना हैं
	formation of	CDPO: No direct	कि जो पैसा सरकार
	Mahila Mandals	link with VEC.	हमें प्राइमरी और
	and self help	VEC and local	हाई स्कूल की
	groups to bring	community:	and rates and

	the community at	Though they also	मरम्मत के काम के
	fore front.	felt that community	लिए देते है वो ठीक
		participation is	से इस्तमाल होता हैं
		very important. But	के नहीं । वो भी
		at the same time	सिर्फ हम साइन कर
		they mentioned	देते हैं बाकी कुछ
		that	नहीं करते, ये सब
	,	it is the individual	दिखावा ही हैं।"
		effort that may	
		bring the difference	"Whenever
		in the village.	Primary or
·		Sarpanch is the	middle school
		person who can	needs fund we
		make the	sign the
		difference. "VEC	document and
		is just an eye	that is all we
		wash".	do". It's just an
			eye wash"
-Play a	Play was free	Personnel(AWWs,	Verbatims
contributing	play as well as	CDPO and	
factor in joyful	teacher directed	Supervisor): Rated	माता-पिता (;40)
learning of		play as very	" बच्चो के लिए
children		important for	खेलना बहुत जरूरी
		physical,	者
·		mental(AWW-4)	
		and holistic	"For children
	,	development	playing is very
		(supervisor and	important.
		CDPO) of children.	पिता ,(1)
		Two of the AWWs	बच्चो के लिए
		believed that free	
<u> </u>	1	L	

		play as well as	खेलना पढाई से भी
,		structured play	जरूरी है।
		should be the part	
		of curriculum.	One Father
		VEC and local	mentioned:
	_	community:	"Playing is more
		Acknowledged the	important than
		importance of play	studies"
		in terms of physical	
	,	development and	
		rated it equally	
	;	important as	
		studies.	
Developmentally	Do not follow	Parents: Parents	Verbatim:
appropriate	developmentally	were not much	मता–पिताः
practice for	appropriate	aware of the	बच्चों के। पढाई
children	practices in	concept of DAP.	आनी चाहिए वो
	majority of	They felt DAP is	जरूरी हैं। अगर हर
	activities. Only in	practically not	एक बच्चे को वर्कर
	writing of slates,	possible for AWW	उसकी उमर के
	takhtis and	pay individual	हिसाब से काम
	workbook,	attention to each	कराएगी तो इसको
	workers bifurcate	student in the class.	बच्चों को समालना
	children	AWW: Not	बडा मुश्किल हो
	according to the	possible because of	जाएगा।
	age group.	large group size	
	Emphasis was	and lack of space.	Parents:
	more on routine	Supervisor: Did	"It is more
	and repetition of	not give much	important that
	work	importance to the	children should
		concept.	learn. If AWW

CDPO: Class should be segregated according to the age groups. VEC: They also felt theoretical importance of DAP but at the same time felt the practically not possible to implement in our scenario. Need space, highly motivated and committed teachers.

bifurcate class according to the different age groups then it will be very difficult for her to manage the class". ऑगनबाडी वर्कर (2) बच्चो को उमर के हिसाब से काम देना बडा मुश्किल हैं। इतनी जगह ही नही है और काफी बच्चे 背

AWW (2) "It is difficult to make children sit in different groups and giving them the work. As there are many children". ऑगनबाडी वर्कर (4) स्लेट हम छोटे बच्चों को देते है और तख्ती, अंकुर बुक बड़े बच्चों को जो

			पाँच साल से उपर
			के होते हैं।
		,	
			AWW(4):
			"We give slate to
			small children
	·		takhti, and
			Ankur
			workbook to 5+
	·		children to
		•	write".
	·		CDPO:
			"Children
			should be
	,		divided into
·			groups
	-	·	according to the
			age and given
			the activities
Transaction of	AWC followed	Parents and VEC:	Observed in
curriculum	non- formal way	expressed that	AWC(1):
through	of education. At	children needs	"Children tell
Maintaining	times linked	should be	me the different
child centred	concepts with	understood.	colour cats you
social ethos	Children's social	ICDS	see around your
	environment like	Personnel(AWW,	house and also
	while telling	Supervisor and	how does the cat
	them about fruits,	CDPO) It is	mews.
	vegetables and	important to link	
	vehicles that	concepts with the	
	children see	children's	
	Cilitaten see	omitted 5	

	around them in	environment	
	regular routine.		
-Use of locally	The use of	ICDS personnel	No interface
made available	indigenous	(Supervisor,	between polices
resources so that	materials in	CDPO): expressed	and practice and
children could	terms of T-L	the importance of	also missing link
relate to their	materials such as	use of indigenous	visible between
surroundings	pebbles, puppets,	materials in the	the programme
	masks, flash	classroom.	executers
	cards etc were	AWW (4): Use	themselves.
,	not being used.	readymade toys	,
	Wooden toys for	given by	Verbatim:
*	number,	department. Earlier	सुपरवाईजर
	alphabets, fruits	used indigenous	"जो चीजे गॉव में
	and vegetable	materials, children	उपलब्ध है या
	recognition had	participated	आस—पास पाई
	been given to the	actively and used	जाती है जैसे अलग
	centres that they	to enjoy more.	;पत्थर , पेड कें पत्ते
	use on regular		आकार के लिए
	basis.		और अलग-अलग
	AWC did use		चीजे रंगो को ज्ञान
	- stories and		देने के लिएद्ध उससे
	songs with	•	बच्चे को सिखाया
	actions		जाए बजाए कि बने
	- display charts		बनाए चीजो से।"
	of fruits,	·	
	vegetables,	·	Supervisor "
	vehicles etc		Things which
			are easily
			available in and

around the village(pebbles for size variation, tree leaves or different items collected for teaching colours etc) should be used for teaching children rather than using readymade materials." ऑगनबाडी वर्कर(4) बव्वों को सिखाने के लिए जो चीजें डिर्पाटमेंट ने दी है हम वो ही चीजे सेंटर में इस्तमाल करते हैं। AWW (4) "we use readymade materials given by the department like toys, charts, picture books etc".

वी. इ. सी (9)
"बच्चो के लिए
पेंसिलें , किताबें और
लिखने की कापियां
इस्तमाल करना
जरूरी है।"
VEC: "It is
important to use
pencils, books or
notebooks with
children
d VEC: No missing link.
at
rery
or
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elated to
nt.
AWW-
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The second secon	·	take place more	
		frequently i.e.	
	·	every year(AWW-	
		2).	
Important to	As mentioned by	ICDS Personnel(ऑगनबाडी वर्कर
build Liaison	the workers that	AWW-4,	(3)
between ECCE	the liaison	Supervisor and	हम बस छः साल से
centres with	between them	CDPO)	उपर के बच्चों की
primary school	and primary	acknowledged the	लिस्ट प्राइमरी स्कूल
	school teachers is	importance of	की टीचरों को दे
	mainly limited in	maintaining good	देते हैं।
	giving the list of	rapport with	AWW(3): "we
	children who are	primary school	give the list of
	ready for	teachers as it helps	children aged 6+
	admission to	in easy transition of	to the primary
•	primary school.	children from	school teachers"
		AWC to primary	_
		school	ऑगनबाडी वर्कर(1)
		VEC (9): Do not	कभी-कभी मैं
		put in efforts in	पाइमरी स्कूल के
		establishing	फंक्शन में भाग लेती
		linkages between	हूँ।
		AWW and primary	वी. इ. सी ,(9)
		school teachers	
			हम ऑगनबाडी सेंटर
			या प्राइमरी स्कूल
		· .	की किसी चाज में
			भाग नहीं लेते हैं।
			VEC(9);
			"We are not

			involved in
		·	matters of AWC
·			and primary
			school
			teachers".
			teuchers.
			माता–पिता:
	• .		बच्चों के लिए बडे
	· ·		स्कूल के लिए तैयार
			होने के लिए , छोटे
			स्कूल जाना जरूरी
			है।
ECCE centres to	It seems from the	Adults(ICDS	Adults:
enhance school	observations that	Personnel, Parents	"It is important
readiness	AWC does help	and VEC): They	that children
	in enhancement	felt that ECCE is	should attend
	of school	an important	the pre- school.
	readiness in	milestone for	They get ready
	children	children and it is	for big
	Cimarcii		
		very important that children	school(primary
			school)"
		should attend	
	,	ECCE centres	
		before entering the	
		primary school as	
	·	children gain a lot	,
		by attending the	
		centre. Though	
		importance was	
		more on academic	
		readiness	

Right based	Children's rights	Parents: Parents	Missing link
perspective,	are respected. No	felt that all children	between policy,
without	discrimination	are equal.	practice and
discrimination	was observed	However, they still	conceptions of
e constant de la cons	based on sex,	have longing for a	adults.
	colour, caste and	male child. Parents	
	religion inside	do not distinguish	Verbatims:
	the ECCE centre.	between a boy or a	माता—पिता:
		girl during their	छोटी उमर में
		pre-school /	लडकालडका में
		primary school	कोई फर्क नहीं होता
		years.	हैं। पर बड़े होकर
No. of the state o		The distinction	बहुत फर्क है, लडका
		starts building up	खानदान का नाम
		gradually as the	आगे बडाता हैं और
· ·		children grow and	लडकी दूसरों की
		is clearly visible by	अमानत हैं। उसे
		the time the	दूसरों के हिसाब से
Regularization of Particular Control of Part		children	चलना पडता हैं।
		reach puberty.	
		For example:	Parents:
		Restrictions are put	"There is no
		on the free	difference
		movement of girls,	between a son
		their clothes etc.,	and a daughter
		while boys are	but still having
		generally given a	a son is must.
		free hand.	Father(2):
			When
		ICDS: Gender	children are
		discrimination is	young then
L	<u> </u>		

embedded in this community.

VEC and local community: No difference but when comes to gender then definitely differences are obvious

no difference
but when they
grow up
differences
are there, like
boy takes the
family name
further and girls
have to go to
someone else
home after
marriage. She
has to work as
per her inlaws."

आई. सी. डी. एस कर्मचारी:

"इस समूह में लडका—लडकी में बहुत फर्क हैं। पालने—पौसने में छोटी उमर में कोई फर्क नहीं हैं पर जैसे बच्चे बडे होते हैं, फर्क दिखाना शुरू हो जाता हैं।"

ICDS "In our community difference

between a son and daughter is quite visible. Though during the early years in child rearing no special privileges are given to boys but once they grow up then the differences start showing" वी. इ. सी (9) हां जी ! एक लडका तो जरूर होना ही चाहिए। नाम तो खानदान का वो ही चलाता हैं। VEC (9) " YES- having a son is essential as they are the one's who take the family name ahead"

Improving	Infrastructural	Adults- Parents,	No missing link
infrastructural	facilities not up	Supervisor,	
facilities in	to the mark.	CDPO, VEC and	
ECCE centres.	Even the basic	local community	
	facilities like	leaders): They felt	
	toilets are not in	that infrastructural	
	hygienic	facilities need to be	
	condition.	improved; they	
		should be like other	
		nursery schools.	

Table 35

Points of interface reflected from the table 35 are:

- Policy and Programme principles are not fully reflected in actual practice.
- Interface was reflected between policy, practice and adult's
 conceptions on issues like play way method of teaching, play being
 an important activity for children, training as an important
 component for efficient working of AWWs, upgrading of
 infrastructural facilities, school readiness, or access to the centre.
- Some interface was seen in practice and parents conceptions, which
 were not coherent with the policies, these were approval of non use
 of Developmentally Appropriate Practices (DAP), teaching of 3R's,
 negligible use of indigenous teaching aids and gender
 discrimination.
- It is apparent from table 35 that though policies, practices and conceptions of community lacks the harmony but still it seems that

all three of them are working to lay foundation for children that may enable them to maximize their learning potential upon entering the primary school

To Sum Up the Findings:

The programs and policy directives have time and again addressed the contemporary issues and concerns regarding children's development. But the policy statement seems empty promises on papers due to the failure in implementing them into practice. The programme executers are often criticised for not putting early childhood education theory into practice. It seems that workers have difficulties in coping with the policies that advocates child-centred teaching approaches and active learning as the idealised vision of early childhood education when they have to cope with the parental demands for an early academic start and unrealistic job charts. The culture of teaching tends to reflect the coping strategies of the workers to overcome a triangle of potentially conflicting expectations and orientations: the vision of early childhood education by the policy makers, the expectations of community, and local constraints. Moreover, simply training teachers would not ultimately change their practice unless the environment in which teachers work facilitate this.

Communities social-psychological components acquired through socialization experience is largely left out of the purview of the policy makers, planners and administrators. It is important that the content and models of various ECCE programmes to be in consonance with cultural values and traditional practices within our country, as these provide links between programme inputs and the community. It also facilitates ownership by the community and enhances children's learning due to the familiarity. Therefore it is important that the training programmes for child care worker need to emphasize the aspect of cultural relevance. Also the development and change are most possible if there is a change in views and attitudes towards teaching.

Consequently, the most important step for policy makers, programme executers and community as whole is the recognition and acceptance of ECCE as a vital developmental need for all the children. Also there is a need for in-depth understanding of policy directives by programme executers and thus implementing them in culturally relevant ways.

DISCUSSION

"Global inferences are made about children without regard to history, context or political agendas (Woodhead, 1997)

Findings of this study raise certain conceptual issues that merit the discussion. The issues are critical and have broader implications on child's development

Some of the issues are

- 1. Policy to Practice.
- 2. Language/ Medium of Instruction in the classroom.
- 3. Pedagogical Practices.
- 4. Readiness.
- 5. Teacher/Anganwadi Workers (AWWs) role.
- 6. Changing parental aspirations in changing socio- cultural context.
- 7. Quality in ECCE centers.
- 8. Negligible use of Indigenous Materials.
- 9. Gender discrimination.

1. Policy to Practice

ECCE is a well established priority of the government. The policies included in the study did reflect upon the sound principles of early childhood care and education, keeping the child at the centre-stage but the real challenge lies in translating these statements and policies into effective action. The need is to tie up the loose ends in the system.

The present study has reflected the major gaps that exist between the policies and practices. The basic reason for failure to translate policy into action appears to be the adoption of fragmented approach and divided responsibilities with no concrete action



संदेश

समेकित बाल विकास सेवाए योजना का एक महत्वपूर्ण घटक 3 से 6 वर्ष की आयु के बच्चों को स्कूल पूर्व अनौपचारिक शिक्षा प्रवास करना भी है। राज्य ने इस आयु वर्ग के 4.24 लाख बच्चे 13546 ऑगनवाड़ियों में स्कूल पूर्व शिक्षा ग्रहण कर रहे हैं।

परन्तु आज के युग में प्रत्येक माता - पिता की लांतसा रहती है कि उनका बच्चा जल्दी - जल्दी 3 साल की छोटी सी आयु में ही स्कूल जाए और वह गिनती व असर जान जैसी बातें सीखे और उनको सुनाए। इससे माता - पिता को सन्तोष मिलता है और उसके थोड़ा सा भी लिखने अथवा सीखने पर वह देर सारी खुशी प्रकट करते हैं। लोगों में बच्चों को औपचारिक शिक्षा देनें की यह चेतना गाँवों में पृष्टिक स्कूलों के नाम से छोटे - बड़े स्कूल खुबने से आई है और लोग अपने बच्चों को इन्हीं स्कूलों में प्रवेश दिनवाने का प्रयत्न करते हैं।

ऑगनवाड़ियों से किसी प्रकार की औपचारिक शिक्षा देने की व्यवस्था नहीं है। परन्तु यह महसूस किया गया कि संगेकित बाल विकास सेवाए योजना एक लोगों का कार्यक्रम है और जहां तक सम्भव हो सके इसके अन्तर्गत सेवाए लोगों की आशाओं के अनुरूप ही दी जानी चाहिए लाकि उनकी आकाक्षाए सन्तुष्ट हो सकें। इस बात को भी आवश्यक समझ गया कि 3 से 6 वर्ष के बच्चे पब्लिक स्कूलों में जाने की अपेक्षा ऑगनवाड़ियों में आने ज़रूरी हैं क्योंकि इस आयु वर्ग के बच्चे को स्कूल पूर्व अनोपचारिक शिक्षा देने के साथ-साथ पूरक पोषाहार, टीकाकरण, स्वास्थ्य जांच जैसी अन्य सेवायें भी उनको विकास के लिए निश्चल्क प्रवान की जाती है जो कि स्कूलों में उपलब्ध नहीं हैं। यह सेवाएं एक साथ बच्चों को मिलें तभी उनका शारीरिक, मानसिक व सामाजिक विकास सभव है।

इस उद्देश्य की प्राप्ति के लिए पहले महिला एवं बाल विकास विभाग, हरियाणा द्वारा स्कूल पूर्व शिक्षा को अधिक रोचक व आकर्षक बनाने के लिए आगृतवाड़ी कार्यकर्ताओं के प्रयोग के लिए एक मेनुअल 'अंकुर' बनाया गया जो कि राज्य में लगभग सभी आगृतवाड़ियों में उपलब्ध हैं। इस मैनुअल के संग्रह में चुने हुए विषय (थीम), कवितायें, कहानियाँ, पहेलियाँ, प्रार्थनाएं व खेल इस्पादि शामिल हैं; जो सभी आगृनवाड़ियों में रोजाना निर्धारित समय सारणी अनुसार करवाए जाते

Ankur Work Book



अंकुर अभ्यास पुस्तिका





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'हरियाणा आई सी डी एस[ु]में प्रयोग हेत

plans in place. Where ICDS is a National programme implemented in States. This has led over time not only to the limited concrete actions but also lack of coordination

ICDS being holistic and integrated programme requires integration of bureaucratic structures and cutting across various sectors of specialized compartmentalization in its process of implementation.

-Non Coordination between National and State level Working- The results of the present study has shown Non-Coordination between the National and State level working, where at National level the policy makers and ECCE experts emphasized upon the importance of less structured aspect of learning in pre- school years and at the State level, Women and Child Development Department, Haryana has provided AWCs, the writing workbook (ABHYAS PUSTIKA) for the enhancement of literacy skills in children. The contents and the addressing note in the workbook clearly showed that the State Department is convinced that for pre-schoolers, pre-literacy skills are not sufficient but structured learning is equally important. The contents of work book not only included pattern writing but also writing of proper Western numbers (1,2,3 etc) and Hindi alphabets.

Second: Policy makers and experts have given thrust to ECCE, but in practice it has been gathered that pre-school education is not been considered to be the central task by ICDS personnel; more emphasis is given to nutrition and immunization component of the scheme. The results of the present study has been supported by the findings of Khalakdina, 1973 - In the preschool where immunization and physical care is provided with education, discrepancies tend to occur.

Third: Community Mobilization and De-centralisation: Policy makers have time and again stressed upon the importance of community mobilization being an important component in an ECCE program. The community produces particular problems, because of the way community life is organised, and the

community is an appropriate setting for preventing those problems, because it is here that these problems are personally experienced. Importantly, the community has to be involved in decision making, because effective and lasting change is most likely when the people who are affected are part of the change process.

"Programme 'OF' the community 'FOR' the community and 'BY' the community. Involvement of community in a Programme ensures that the community identifies its own problems and takes the 'ownership' of tackling the problems within its system. The ownership could be considered a key factor in activities succeeding and continuing.

In the present study the policies have stressed the importance of decentralization of educational administration. This empowers the community in planning and monitoring programs, supporting teachers and mobilizing resources. This sound perfect on paper and the Haryana State has executed this in practice also where the functional control is transferred to the Panchyati Raj Institutes on 30th March, 2001 but in reality, the absence of effective decentralization, personal management system and ineffective intradepartmental and inter-departmental coordinating mechanism have adversely affected the performance of the quality of the ECCE programs run in the villages.

The State government has formed Village Education Committees in villages with the aim that such committees would create community ownership and generate community support for it. However, in practice something different appeared in the present study, where none of the parents were aware of existence of any such committees. Moreover the committee members themselves were not aware of their actual role and responsibilities. They admitted that their role is a mere eye wash.

Verbatim:

" हमारा काम तो सिर्फ यह देखना हैं कि जो पैसा सरकार हमें प्राइमरी और हाई स्कूल की मरम्मत के काम के लिए देते है वो ठीक से इस्तमाल होता हैं के नहीं । वो भी सिर्फ हम साइन कर देते हैं बाकी कुछ नहीं करते, ये सब दिखावा ही हैं।"

"Our role is limited to see that the funds released by the govt. for the repair work of the primary school/secondary school is utilized properly or not. We just sign the documents and don't do anything else. It's just an Eye wash"

2. Language/ Medium of Instruction in the classroom

Language is believed to be the primary tool for the transference of sociocultural messages. It plays an important role in communication, exchange of information, development of reading skills, reading with comprehension and in later year's academic success. Teaching through the child's first language or mother tongue is internationally recognized as the most appropriate way of working with the children in early years of concept formation. The Early childhood educators have time and again acknowledged the importance of using mother tongue as the medium of instruction in the classroom and the practice in the present study has supported the same, where the dialect spoken at home(Hindi) was same as the medium of instruction used in the classroom(Hindi).

However, the fact that has emerged from observations, interactions with people and AWWs in general was that the majority of children who were attending these AWCs mainly belonged to the migratory population, thus having different linguistic background. This means that the dialect spoken at home by these children might be different from the dialect spoken at the centre. All the four workers had approved it and also commented that, initially these children face problem in understanding and comprehending Hindi language but then they learn it fast. AWWs mentioned that they try to make children understand

with actions to certain extent but can't make persistent efforts as they have their own limitations.

It is imperative that the AWWs accept the importance of using native language for pre-school children as a necessary tool for enhancement of their linguistic competence. This not only gives sense of acceptance to children but they also feel more emotionally secured, especially in the first few weeks. Contrary to this, it seems in a way children are bound to grasp and comprehend standard Hindi language in order to participate in the class activities. Therefore, efforts are needed to train AWWs to sensitize them to linguistic variability in the class and need to convince them to accept multilingual nature of classroom as an asset rather than burden.

Demand of English language by Parents- Another issue related to language that came up during the study was the demand for English language by the parents. The majority of the parents in the community want their children to learn English; they see it as the path to upward mobility. This is one of the important reasons that the parents in the present study wanted their children to take admissions in "English medium schools". It seems for parents English has become a line dividing the privileged from the rest.

As Gurgaon is a society in transition and native of these villages are rich people (by selling their farmlands) thus paying the fee is not an issue for them. Unlike past, now lot of options are available for local population, which vary from renowned private schools in near vicinity to English Medium schools run within the villages. Therefore parents in the community are convinced to put their children in Private schools rather opting for government schools. This was reflected from the statistics of present study, where only about 20 to 30% children who were native of same village were enrolled in the AWCs and rest 60 to 70% were enrolled in other schools.

It seems people confuse learning English with so called English Medium and hence the growing popularity of so called English medium schools has become closely linked to the rapidly increasing privatization of education at primary and pre-primary level. The general conception is that if the service is paid for, it must be better. The community voiced that private schools are better than the government schools in terms of infrastructure and quality. Thus those who could afford, opt for private schools.

3. Pedagogical Practices

Pedagogy connects the apparently self contained act of teaching with culture, structure and mechanisms of social control. In long standing traditions of diverse approaches to pedagogy in the field of child development, how can those responsible for planning and implementing pedagogical approaches for young children select the approach for their own community?

-Developmentally Appropriate Practices: The field of ECCE is currently dominated by an emphasis on developmentally appropriate practices. In principle a pedagogical approach is appropriate if it adopts a variety of teaching, which is largely informal and primarily intellectual rather than academic. DAP has been constructed as an official knowledge (Apple, 1993, 1996, lubeck1994).

The result of present study revealed, that the policies do advocate the use of DAP methodology for an effective ECE programme but there appeared gaps between policy, practice and the conceptions of community in general. It was reflected that developmentally appropriate practices were not the norm in AWCs, emphasis was more on routine and repetition. During the observations it was noticed that except for the use of 'takhti' for older children and 'slates' for younger kids(bifurcation according to the age group), the type of curriculum followed in the classroom was same for all the age groups. Though the interviews with AWWs highlighted that they endorse DAP method but they often struggle with its implementation, the reasons cited by them for non-implementation was, the lack of space and large group size. *Parents likely to emphasize the importance of academic skills and knowledge (West, Hausken*)

and Collins, 1995, Zill, Collins, west and Hausken, 1995a), the statement showed convergence with the findings of the present study, where majority of parents have approved the T-L methodology.

Around 45% of parents mentioned that it is practically not possible for worker to concentrate on each child.

Verbatim:

जब तक बच्चे गिनती , अ—अनार और बाकी ज्ञान की चीजें सीख रहे है तो कोई फर्क नहीं पढता कि वर्कर उन्हें कैसे पढा रही हैं।

It's O.K. even if AWW is not using this technique in teaching, as long as children are learning the alphabets, numbers or other general things etc"

It emerged that literacy, in parents representation centers around a broad judgement of competence, in which children are placed into two groups, those who generally know how to read and write and others who do not know. The parents in the community hold the belief that literacy means better job prospects for their children. Therefore for them it is more important that children should be academically oriented rather than going into depth about the process of learning. Thus the concept of DAP becomes secondary for them. It seemed that the debate between academically oriented classrooms and developmentally appropriate/ culturally sensitive practice is directly related to the debate between the traditional and the whole- language approaches to reading, where each side believes that what goes on in an early childhood is critical to subsequent learning. Their difference emerges from different belief systems underlying their practice, where the goal of both the approaches are similar but the paths they follow to achieve these goals are different.

-Pedagogical Practices reflecting gaps between home culture and center:

When we talk about appropriate pedagogical practices to be followed in the classroom then we mean that it should have meaningful connections with the culture, home and society at large. During the course of the observations in the

present study, there seemed to appear potential confusion stemming from the expectations of child's behavior towards adults in the home culture and at the centre, where at one hand the community expects child to show deference for adults by not raising their voice in front of them and on the other hand in the AWCs children were taught to raise their voice and utter a chorus greeting when worker or an outsider enters or at the time of singing rhymes and reciting numbers etc.

- Gap between written and spoken language- During the course of the study it was observed that, the recitation of numbers in the classroom was in Hindi whereas writing of mathematic numbers and instruction on walls showed western counting numbers. Thus, indicating discrepancy in pedagogical practice within the classroom.

4. Readiness

Readiness is defined as the preparedness for learning that is located within the child (Graue, 1993). Concept of school readiness is universally accepted. Readiness for schools is starting to be used as a benchmark to measure the degree to which Early Childhood policies, programs and parental support have been effective at a community, as well as at societal level (Janus & Offord, 2000). Children's readiness to begin their formal schooling influence their achievement and attitude throughout the academic careers. Consequently, preparedness to enter Kindergarten has become central focus (Seelling, 1998, Zill, Collins, West and Hausken 1995b).

The results of present study has reflected upon two aspects of readiness, where at one hand the policies emphasize on less structured aspect of school readiness as the basic purpose of a preschool, which goes well with the findings of Janus and Offord, 2001 The policies emphasize on less structured aspects of EC learning, which includes social competence, physical health and emotional adjustment as well as language and cognitive skills and general knowledge.

The other aspect of Readiness was voiced by the Parents, where the basic purpose of sending their children to pre-school is to prepare them for formal schooling. Though Parents conception about readiness centers around "Academic Readiness" but they mentioned that it should be provided in playway method. Thus conceptions of parents showing convergence with findings of Garnett, 2001, - Parents are calling for more structured learning.

According to the ideology, readiness does not mean that the child should only gain cognitive maturity rather, child needs to be socially and emotionally competent also. Children need some minimum level of social competence before they start school (Ladd, 1999, Parker & Asher, 1987) to ensure their later social and emotional development is not compromised.

The present study reflected that the system to larger extent ignored social and emotional development in pre-school years. It seemed that social and emotional learning as considered as expedient by parents and workers rather than essential, which could be attributed to the prevalence of joint family system in Gurgaon, where the child has many caretakers and siblings, thus encouraging the child to be socially and emotionally secured. During the interviews AWWs acknowledged the importance of social and emotional development in children but in practice they didn't put in any efforts specifically in this direction, as they are overburdened and have little or no time to give to social and emotional component of child's development. The conception of parents does go with the practice as they approved the teaching learning program carried out in the centre.

It shows that characterization of school readiness is multidimensional where policy makers and ECE experts at one hand have different definitions and Community and Executers on the other hand have their own priorities and expectations, attributing to different definition of School Readiness.

5. Teacher/AWWs role

The child's academic journey is possible only with the help of teachers. Teacher is the key factor in any system of education especially for young children. She is the first socializing agent outside the family with whom children relate the most. Also she plays a very important role in making school an enjoyable place for young children. Thus in a way, she could be a driving factor in increasing the enrollment at any school. The success of any educational programme is crucially dependent on the teacher (Kumar and Sarangpani, 2005). Similarly in ICDS the most significant role is played by AWWs, as they are the focal point for implementing all the strategies. Given this, it is very crucial to equip and empower AWWs.

In the present study, the policies have emphasized on the quality of workforce as an important aspect in an ECCE program and the community's conceptions have also shown convergence with the policies where they have acknowledged the importance of training for AWWs. During the course of the observations "Training and Motivation" of the AWWs had emerged out to be strong points in bringing the change in the center. Some of the strengths of training reflected for AWWs were; clarity about their role and responsibilities, well informed about malnutrition and immunization, to some extent were aware about the importance of pre-school years but at the same time there appeared gaps between classroom training and field realities. The biggest gap reflected was that the workers themselves voiced that they were convinced with the working of private schools, (which are downward extension of primary schools) hence they felt that the AWCs should get a look of "school" then only the parents will take centers more seriously.

This has direct implications for workers training programs where the need is to restructure the training programs in a manner that can give workers in-depth understanding of how children learn and think, so that they can implement the

program components efficiently and also do not get shadowed by the privately run schools.

Training program need to foster greater sensitivity in workers towards the larger educational goals so that they are able to establish the work connections between their localized work and larger educational goals.

Training alone is not sufficient; it needs to be coupled with high Motivation of workers otherwise it is not possible to implement the acquired skills in the best possible way.

The Observations and interactions during the present study showed that the workers were trained and experienced, were aware of the child development concepts, had understanding about the right curriculum and also had T-L materials, which they hardly used in the classroom. Thus the workers failed to incorporate their acquired skills in the classrooms settings. The main reason behind this divergence is, "the lack of motivation and non-ambitious attitude to grow up professionally. It is assumed, that if the teacher or worker find that they are benefiting professionally and receiving recognition for their efforts, they also get the sense of fulfillment and their attitude towards their work change.

Some of the other reasons voiced by the workers for the discrepancy in their work were unrealistic job charts, inadequate wages and lack of infrastructural facilities. Adequate wages and decent working conditions undoubtedly plays a crucial role in helping the worker to get job satisfaction but it is also a fact that, if a person is highly motivated, he/she can surpass all the hurdles. Therefore in order to bring a change in the quality of the program, considerable investment in workers, in terms of expertise and time is required. The need is to conduct regular motivational workshops for workers, where they can appreciate their own worth as a "teacher".

6. Changing Parental Aspirations in Changing Times

Gurgaon was once described as just a little town built on a pasture but now it is one of the fastest growing cities with posh residential colonies and Offices / shopping complexes. Not too long ago education was of a little value for parents, as conventionally it's been an agricultural society but now the parents conceptions are changing, where they positively correlate educational achievement with the future job prospects for their children. At one hand the villagers are exposed to urban elite society that directly or indirectly influence their mindset and at the same time infrastructural development is bringing all the facilities at their door step. These facilities may range from renowned schools at one hand to big Multinational companies on the other. Thus, more job prospects and avenues have opened for the people, in-fact, it was quite surprising that none the parents mentioned that they wanted their son to take up farming as an occupation instead they aspired their son to be a doctor, advocate or businessman etc. Even for girls general perception of the community is changing, where now parents especially, mothers did feel education as a necessary tool for making their daughters self reliant and economically independent. Therefore, they want their daughters to take up professions like teaching, medical, vocational courses, computers etc. whereas until recently the girls were mainly groomed for marriage; education had never been the central agenda for parents. This is a change as against the previous generation where most of the mothers interviewed had education below 10th class and the reason they cited for discontinuation of their studies were mainly due to nonavailability of high school in their respective villages and parents didn't allow them to go to other villages but during the interviews and general discussions with parents, highlighted that they are not so rigid for their daughters. Though the change is not evenly spread all over Haryana, things are still bad in interiors like Mewat etc.

7. Quality in ECCE centre

Quality has always been an elusive and daunting goal and ensuring good quality education for all children is even more difficult. Quality is the most important factor that determines the outcome of any programme. It is indeed an important concern and is being emphasized universally. Broadly, quality early childhood programmes must promote healthy and normal physical and psychosocial development for which the children's daily experiences are important. India and worldwide experience has identified curriculum, teachers, teacher-child ratio group size, infrastructure, supervision and monitoring as the essential elements of quality in ECCE centre. (Evans.j.1996),The empirical evidence indicates that the desirable outcomes can only be produced by Quality programme (Evans, 1996).

The results from the present study have indicated the need to upgrade the low quality ECCE services currently being provided by AWCs under ICDS scheme. Though the

workers try to incorporate important components of child development into practice but still lot needs to be done at the grass root level by community, families and functionaries along with the programme planners and policy makers.

Despite the poor quality of ICDS programme, empirical evidence have indicated its positive impact on young children. (Opportunities, challenges and vision by Dr. Adarsh Sharma) and same was voiced by the community in the present study.

Therefore, it requires a climate in which the ethos of "accountability" to prevail and the onus should be on service providers as well as on users. In sum, high-quality ECCE not only has the potential to help children start school "on the right foot," but correlates with higher long-term academic outcomes, as well

8. Negligible Use of Indigenous Materials

When a preschool is launched with the objective of being "culturally sensitive", the implication is that it would include material from the environment as teaching aids and also use folklores, songs and tales which would make education more appropriate, relevant and accessible to all children with meaningful connections to their culture.

In light of the results of the present study, it was found that the policies have emphasized on cultural relevance for evolving educational pattern but the practice highlighted that the use of indigenous materials and educational patterns were bare minimum, even though the centers had culturally relevant teaching aids instead the State department had provided the centers with a readymade wooden toy kit. These toys were replica of westernized teaching learning aids. The readymade toys have become an easy alternative for the workers for not using the things from the surroundings. In fact AWWs mentioned that they used to use indigenous materials from the surroundings like making toys of mud, or making of balls or dolls from best out of waste but not any more. The parents have also approved the T-L methodology thus showing their acceptance of westernized version of learning aids and teaching strategy. It seems that the Department is forced to take such a step as more and more people are getting attracted to English Medium schools in the community. So in order to increase the enrollment of children in the AWCs it has become requisite for the department to bring AWCs at par with the private schools because statistics in the present study has shown that ((70-80%) children were enrolled in private schools) western model of teaching is accepted and approved by the community.

Thus again showing a missing link between what is considered ideal by ECE experts and policies at one hand and conceptions and practices of the community on the other. The need of the hour is to reduce this gap so that local

knowledge could be reflected in teaching. In order to achieve this there is a need to strengthen and influence the system to make education more culturally appropriate which could be attained through "Resource tapping'. The mothers may be mobilized to become a part of the classroom to teach different traditional/local skills to children and AWW could take their assistance in preparing teaching aids etc. Thus, local knowledge itself could become part of the curriculum. These experiences can help children to gain substantially, if exposed to local arts, crafts, stories, folktales or songs.

Language variation with inclusion of these elements can makes ECCE setting an extension of a community. These experiences may enhance children's social competence and awareness about the socio-cultural backgrounds of different people and at the same time mothers involvement would encourage women to think for themselves by enabling themselves to identify their own needs and make use of further educational opportunities.

9. Gender Discrimination

Globally the discrimination based on sex, caste, religion etc is condemned and India too is the signatory to Convention of child's right.

At one hand the policies have emphasized the Right Based perspective for our children but on the other hand preference for Son, or the privileging of sons over daughters is a growing phenomena in India.

In India, son is often described as an insurance e.g. as an old age support, as the parents get older. Moreover, the son is considered as bearer of traditions whereas daughters by comparison are seen as burden. It seems discrimination against girls and favor of boys is inherited by each generation of parents in India.

The result gathered during the course of present study, along with informal discussions with the locals reflected that the gender discrimination is something which is embedded in their culture and acceptable by the community. Local population openly admitted that it is almost mandatory to have a son and to support this, the statistics issued by program officer of ICDS in Gurgaon district (Source: Times of India June 15 '2007) has highlighted that the sex ratio in the age group of 0-6 yrs has witnessed a massive fall since 2001 census. Within five years the sex ratio has slipped from 858 in 2001 to 824 in 2005 and Gurgaon has registered a decline in the ratio. In fact the CDPO mentioned that the women in Gurgaon, opt for abortions, as soon as they realize that it is a female foetus, thus supporting the findings of Das Gupta and Mari Bhat; 1997-"In Haryana the practice of sex selection abortion is almost widespread and selective abortions are very common".

It seems that selective abortions are rooted in the attitudes and values of patriarchal social structure. We can't deny the fact the gender perceptions are societal constructs are dependent upon socio- cultural practices, in which the children, adolescents and youths grow up. Therefore the need is to change the discriminatory practices with active cooperation of all concerned stake holders, family, the community and social activists and others.

In the present study, Gender Discrimination was not reflected in the pre-school program, as the enrollment of girls to boys in all the four AWCs was almost equal. During the interviews, the program executers commented that discrimination is more visible during adolescence depending upon the norms and values of family. Generally differences are on free movement of girls, their clothing, higher education, etc.

In a nutshell we can say that, in order to bring a change in the attitude of the community, it is necessary to increase awareness, knowledge and bring a change in perception of people and women in particular. It could be achieved by empowering people through different roles in the community.