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A STUDY OF ANGANWADIES WITHIN AIZAWL CITY

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Abstract

Early childhood is a period which covers the colossal growth and development. Children develops rapidly during the period from their birth to 5 years of age in comparing than at any other stage in their lives, shaped in large part by their experience in the world. The quality of the education can be measured by the quality of its pre-school, because it is the first step towards entering the world of knowledge as well as healthy and purposeful life. Therefore, bearing the importance and its consequences every nation are more concern about Early Childhood Care and Education. So, in present scenario Early Childhood Care and Education is carried out mainly in two ways - private Pre-school and Government Anganwadies. The main objectives of the study is to study the present situation of the current status of records and register of the institution in compliance with the norms laid down by the NCERT and also to study their parents' reaction and expectations of Anganwadies. The sample of the study consists of 15 Angan wadies centre within Aizawl city. The investigator used observation cum interview schedule prepared by Prof. Lalhmasai Chuaungo (for studying parents' reaction and expectations of Pre-schools). The collected data was used to study the current status of records and register of Anganwadies in compliance with the norms laid down by the NCERT and to find out their parents' reaction and expectations by using statistical method. The study revealed that most of the Angan wadies current status of records and register did not meet the norms given by NCERT. The study also indicates that in their parents' reaction and expectations-Anganwadies parents were not satisfied and does not met their expectation.

Keywords: Anganwadies, Early childhood Care and Education, Aizawl.

Introduction

The early childhood is a recent term synonymous or parallelly used for pre-school years to describe the period before children enter school. Nowadays, it has become a common practice for many parents to put their children in a school as early as age two or three or four. In some advanced and even in developing countries, early childhood education, means education for two to five years old children i.e. before primary school or kindergarten. In Indian context the age span covered under early childhood care and education is from conception to 6 years, therefore, formal method of teaching is restricted for this stage of children's development. Early childhood education a pre-school education stage is a preparatory and readiness stage for primary education. It is generally of two years duration extending from 3 to 5 years or 4 to 6 years. Recently 4 to 6 years has commonly been covered under pre-school stage.

In India, pre-school education is provided by private schools and Govt. ICDS (Anganwadi) centres. In addition, there are some ECCE centres running under SSA and some pre-schools are attached to government as well as private schools.

The SSA, Mizoram has started setting up new ECCE centres which are Pre-Primary sections, attached to the Primary schools under the SSA on July, 2005. There are 389 such sections with a total enrolment of 10,897 average enrolment works out to 28 learners per centre. Each centre is under the case of an Education Volunteer (EV). But there are exceptions as some centres are looked after by a 'worker' and a 'Helper'. These new centres do not provide the comprehensive package of service. The children, covered belong to 3 – 5 years of age. Some attempts are made to provide learning readiness programme. The children in these Early Childhood Care and Education Centres are provided mid-day meal along with Primary school children.

Pre-school under Private management have their presence too in Mizoram. The private management runs invariably English Medium Institutions. These school have been opening classes usually from Nursery/Kindergarten (KG) stage. Thus, before a child is able to sit in Class I, he/she has to attend the Nursery and KG Classes (for two years) which simultaneously provide chances for pre-school activities. The accent is on formal learning. The first pre-school in Aizawl is Tender Care pre-school which was established in 1994 and after knowing the need and significance many more pre-schools were established in Aizawl. In 2008-2009, there were 350 private English Medium schools offering Pre-school programme.

The pre-school in Mizoram has been implemented under the scheme of Integrated Child Development Services (ICDS) by the Department of Social Welfare since 1978. A non-formal pre-school education is one of the packages of services rendered by the ICDS.



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The Anganwadi centre is the focal point for the implementation of ICDS Project. Each Anganwadi centre is equipped with an Anganwadi worker, assisted by a helper. The work of an Anganwadi worker is supervised by the circle officer (C.O) who guides and help her. She acts as a liason between both the Anganwadi workers and staff of Primary Health Centre (PHC), which delivers the basic services of the ICDS programme and the Child Development Project Officer (CDPO) who is in charge of an ICDS project. The CDPO supervises and guides the entire project team, including the Circle Officer (CO) and Anganwadi workers making field visits and calling staff meetings for the purpose.

Rationale of the Study

Early Childhood Care and Education cover a period from birth of a child till the child enter a pre-school. It is a preparatory stage to enhance holistic development in a child for future life. There has been much progress in pre-school education in Aizawl. The number of Anganwadies teachers and student’s enrolment has all increased. There are 190 Anganwadicentres in urban areas run by the Government of Mizoram, Anganwadi centres were established to cater the needs of elementary education to develop the child ability to express his thoughts and feelings in fluent, correct and clear speech and for preparation of schooling. It is needed to create community awareness of the needs of the pre-school child and to elicit and build community involvement and participation in the programme.

It is crucial to find out the current status of Anganwadies since early childhood care and education is the foundation period. The ICDS project in Mizoram has rendered its service solely/mainly in the establishment and welfare of the Anganwadies. The ICDS has 5 objectives mainly catering the needs of a child. Further to enhance the objectives a package of services are implemented. Tireless efforts rendered by the Government and Anganwadi worker has enabled Mizoram to have one of the best Anganwadi Centres in the country. At the same time being more aware of the importance of early childhood education people who have interest in this matter, set up pre-school especially in urban areas. The nurturing of children is very important so these agencies who carried out this important task. NCERT laid down norms to be followed by the teacher about their qualification, physical infrastructure, records and register so we need to find out whether they fulfill the norms laid down by the NCERT for running pre-schools for qualitative development competent, professionally trained, enthusiastic teacher are required to teach at this level. It is important to find out the infrastructure, learning environment whether special programme for the benefit of the children are organized or not. It is also important to find out the parents’ reaction and their expectations of Anganwadies. It is assumed that the finding will reflect the strength and weakness of these agencies. It will also help the policy matters and the authority to develop a systematic procedure for enhancement for holistic advancement of young learner.

At present in Mizoram Anganwadies set up by Government are established in many places. Although the Anganwadi has a define objectives regarding its establishment. Though a few of them are imparting the right kind of education to children, Thus, an in-depth study is needed to find out the existing conditions and problems faced by these agencies. Apart from this it is needed to find out whether these agency meets the expectation of early childhood care and education in its nature and character. Therefore, it is a great necessity to have a study of the Anganwadies centres.

Statement of the Problem

The problem of the study has been stated as “A Study of Anganwadies within Aizawl City”

Review of Related Literature

Chuaungo(2001) A study on, “An Analytical Study of Preschool Education in Mizoram” was made. As the topic, an analysis on the preschool education within the area of Mizoram was done. The resulted findings were that- Most of the Preschools do not reached the desied standards regarding clean class room walls, poor and inadequate outdoor playing space to provide a healthy activity space for the children.

Zaithangmawii (2012) in her study of pre-schools in Aizawl found that a majority of the pre-schools did not have sufficient open play space.

Asha K.P (2014) conducted a study on “Efficiency of Anganwadi Centres– A Study in Thiruvananthapuram District, Kerala”. This study aims to find out the efficiency of Anganwadi centres in providing service to beneficiaries and the factors affecting the efficiency. A cross-sectional study was conducted in 200 Anganwadi centres in Thiruvananthapuram District. This study revealed that 5% of Anganwadi centres were highly efficient, 63.5% are efficient and 31.5% are not efficient. The factors like educational status of Anganwadi worker, job status, infrastructure facility, logistic facility, supervision, intersect oral coordination, support from health department and community participation showed a statistically significant association with efficiency of Anganwadi centres. Infrastructure and logistic facility, supportive supervision and Anganwadi workers educational status are the important factors needed for the improvement of service delivery, local self-government and of course the involvement of community in all phase of the health activities help in its service quality.



Objectives

- 1 To study the current status of records and register of Anganwadies in compliance with the norms laid down by the NCERT.
2. To investigate the parents’ reaction and their expectations of Anganwadiescentre.

Method of the Study

Descriptive survey approach was used to conduct the present study.

Sources of Data

The study has used primary and secondary source of data for attainment of its objectives. Primary sources are direct contact obtained through the parents of Anganwadies. Secondary source are institution office records.

Population of the Study

The population of the study comprise of all the Anganwadies within the Aizawl City.

Sample of the Study

Data was collected from 15-Anganwadiescentres.

Tools of Data Collection

For the present study, observation cum interview schedule prepared by Prof. LalhmasaiChuaungo was used. Interview schedule for Head of the Institution prepared by the investigator was used.

Data Collection

The investigator personally visited the school and permission was taken from the Head of the institution of the school to collect the required data confidentiality was assured.

Data Analysis

The data were collected through observation, questionnaire, interview schedule and school records.It was further analyzed and tabulated to find out the results, which was shown in percentage.

Analysis And Interpretation

Analysis of the present study was done in accordance with the objectives of the study.

Objective No. 1:Study was done on 15Anganwadiescentrefor finding out their current status of records and register in compliance with the norms laid down by the NCERT.

Table No. 1 shows the number of institutions who are maintaining and unmaintained the records and register. The result was tabulated as shown in percentage as below:

Table No. 1Records and Register

RECORDS	ANGANWADIES			
	Maintained		Unmaintained	
	No.	%	No.	%
Registration Form	4	26.7%	11	73.3%
Personal Data Sheet of the child	11	73.3%	4	26.7%
Background information				
1) Home background	1	6.7%	14	93.3%
2) Development history	Nil	Nil	15	100%
3) Habit and Interest	2	13.3%	13	86.6%
4) Health	10	66.7%	5	33.33%



5) Teacher assessment	7	46.6%	8	53.3%
Register				
1) Date of Birth	7	46.6%	8	53.3%
2) Attendance	14	93.3%	1	6.7%
3) Growth monitoring	14	93.3%	1	6.7%

As shown in Table 1 Registration forms were mostly neglected to maintain by most of the Anganwadies. Almost all the Anganwadies maintained the Personal Data's of their students. Childrens' background information can be of various types; which most of the anganwadies did not maintain. Regarding the date of birth of the children, only some anganwadiescentrekept a record of it. Attendance were maintained by the institutions as well as the growth monitoring were done.

To study the current status of records and register of Anganwadiesin compliance with the norms laid down by the NCERT.

As per the NCERT norms check list shown in the table above, Registration forms were maintainby26.7% of them but 73.3%.Personal Data Sheet of the child were maintain by 73.3%while 26.7% did not. In accordance with the NCERT norms background information, only 6.7% anganwadies maintained the home background. No study were made on development history by any of them. Habit and interest of the children are recorded by 13.3% at anganwadies and 86.6% did not maintain. Health issues concerning the children were recorded by 66.7% at anganwadies and out of 15 institutions 33.3% did not maintain. Teacher assessment were given by 46.6% at anganwadies and 53.3%teachers did not give their assessment, Regarding the date of birth of the children 46.6% were recorded and 53.3% were unmaintained. Attendance were maintained by 93.3% while only one 6.7% did not maintained, growth monitoring was maintained by 93.3% while 6.7% did not maintained.

From the above table it can be concluded that although records and registers were maintaining by some of the Anganwadiescentresbut it does not meet to the expectation in compliance with the norms laid down by the NCERT.

Objective No. 2:Investigationwas done onthe parents' reaction andtheir expectations of Anganwadies.

The data were collected through Questionnaire-cum-interview scheduled prepared by Prof. LalhmasaiChuaungo. The data were calculated and the findings were presented through percentage method for fulfilling the objectives.

Table No. 2Reaction and their Expectation

PARENTS REACTION	ANGANWADIES			
	Satisfactory		Unsatisfactory	
	No. of Parents	%	No. of Parents	%
Building	8	53.3%	7	46.6%
Qualification of teachers	8	53.3%	7	46.6%
Method of teaching	12	80%	3	20%
Mid-day meal	15	100%	Nil	Nil
Sanitary facilities	9	60%	6	40%
Parents teachers meet	10	66.67%	5	33.33%
Indoor play materials	8	53.3%	7	46.6%
Outdoor play materials	7	46.6%	8	53.3%

Most of the anganwadies parents were unsatisfied with the institution buildings. The Anganwadies teachers were mostly unqualified which does not meet the expectation of the parents. Method of teaching mostly met the parents' expectation. Parents were satisfied with the mid-day meal received by the children at the institutions. Regarding the sanitary facilities anganwadies



did not met the parents' expectation. Parents teachers meet were hardly conducted by anganwadies which do not meet the parents' expectation. Indoor playing materials were less available in anganwadies. Outdoor play materials were also not sufficient to the students at anganwadies.

To investigate the parents' reaction and their expectations of Anganwadies Centre.

Buildings – 53.3% parents of the anganwadies were satisfied while 46.6% parents were unsatisfied.

Qualification of the teachers – 53.3% parents of anganwadies were satisfied while 46.6% parents find it unsatisfactory.

Method of Teaching –80% parents of anganwadies were satisfied while 20% parents were unsatisfied.

Mid-day meal –Parents of anganwadies were all satisfied with the mid-day meal received at the schools received by the children.

Sanitary facilities – 60% parents of the anganwadies were satisfied while 40% parents were not.

Parents teachers meet – 66.67% parents of the anganwadies were satisfied while 33.33% parents were not.

Indoor play materials – 53.3% anganwadies parents were satisfied with the indoor play materials while 46.6% parents were not.

Outdoor play materials – Among the anganwadies parents, 46.6% of them expressed their satisfaction while 53.3% parents were not.

The study in relation to the parents reaction and their expectation at Anganwadiescentre, it was revealed that most of the Anganwadies parents were unsatisfied and does not met their expectation of their parents.

Conclusion And Discussion

Early Childhood Education a pre-school education stage is an important stage as it is a preparatory stage to enhance holistic development in child for future life. The main focus of ECCE are categorized as 0 – 3 years is health condition; 3 – 6 years, health condition and education. It is very essential that we provide special care and attention as it is the first phase in child life where interaction with other begin.

National Focus Group on Early Childhood Education NCERT, 2005 has states that “This stage” of life is important as a foundation for the inculcation of social values and personal habits which are known to last of life time.

According to the criteria laid down by the NCERT the institution of preschoolswere bound to have records and register to check and record their detailment of their student in the institutions. Parents' reaction and their expectation is also a must as it is important to know if their parents are satisfied in the institution.

The present study also revealed that most of the Anganwadies did not have a proper maintenance of records and registers in regarding to the norms laid down by the NCERT.The study in relation to the parents' reaction and their expectation in Anganwadies, it was revealed that most of the Anganwadies parents were unsatisfied and does not meet their expectation of their parents.So, more attention was needed regarding the institutional building, qualification of teachers and outdoor play material for Anganwadiescentre.

The investigator also noticed that schools with qualified teachers has better student in respect to their behavior, etiquette and manners and their confident level. Their teaching were also more effective than the unqualified teachers. Institutions with proper maintenance can be easily find out through therecords and register which they maintain. Regarding the quality of the institution conclusion can be easily drawn from the result of the parents' reaction and their expectations.

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