CHAPTER III

Administration of Pre-School/Primary Education.

There have been unprecedented expansions of education in the country since independence without much corresponding changes in the administrative set-up of education. Consequent upon the significant developments that are taking place in science and technology and in our socio-economic and political set-up, the contents of education have also been greatly changed. All this has necessitated looking afresh into the structure of both the Governmental and the non-governmental machineries for administration of education and their functioning to suggest modifications, wherever necessary, to streamline their activities in keeping with the goals of education.

Considering educational administration as a system with some functions to perform and certain objectives to achieve, an attempt has been made in this chapter to describe briefly the governmental administrative set-up at the secretariat, directorate, district and block levels and functions like planning, organising, directing, supervising, inspecting and evaluating. The UNESCO's definition of education, namely, "organised and sustained instruction designed to communicate a combination of knowledge, skill and understanding valuable for all the activities of life" has been kept in view as a goal. A description of the similar non-governmental organisation and their functioning in the field of pre-school education in the state has also been included at appropriate places.

General Background.

It will not be out of place here to give a general background of the present state of Assam for proper understanding of the state of affairs herein described.
Assam is one of the twenty-two states of the Union of India situated in its North-Eastern Region between 21°N and 29°N latitudes and 89°E and 98°E longitudes covering an area of 79,523 square kilometers. It has international borders with the kingdom of Bhutan on the North and Bangladesh on the south and west.

The state can be divided into two geographical regions: the plains of the Brahmaputra and the Barak valleys covering a little over 80 percent of the total area and the hilly terrain which covers a little less than 20 percent. The whole state lies in the temperate zone with monsoon type of climate with heavy rainfall during summer.

Assam is primarily an agrarian state with fertile soil suitable for growing rice, jute, sugarcane, banana, wheat, tobacco, cotton, mustard seeds, and a variety of winter vegetables. The slopes of the hills and the hilly areas provide appropriate conditions for cultivation of tea and citrus fruits. About 40 percent of the total area of the state is covered by valuable forests. Some of the rare animals like one-horned rhinoceros and a large number of elephants live in these forests. Besides providing a huge quantity of fresh water fish, the rivers of Assam have great potential for hydroelectric power generation.

The state has a considerable reserves of mineral oil and natural gas besides coal and lime stones.
The systems of transport and communication in the state is very poorly developed. The various parts of the state are not well connected. The length of road within the state is around 22,500 K.M. and that of the railways about 25,000 Kilometers only. This is one of the main reasons of the state being industrially most backward in the Union of India.

According to 1971 census, the total population of the state was 1,49,57,542 with 78,95,064 males and 70,72,478 females. The urban population of the state constituting less than 9 percent of the total was 13,26,981 against the rural population of 1,36,30,561. The average density of population in the state was 150 persons per square Kilometre. The percentages of the scheduled castes and the scheduled tribes populations in the state were 6.10 and 12.94 respectively.

With the conversion of Mizo Hills district of Assam into the Union territory of Mizoram in 1972, the population of the state was reduced to 14,62,5152 and the density of population was raised to 189 persons per square Kilometre.

Considering the distribution of population by languages, religions and age-groups as revealed by the 1971 census, it was found that 60 percent of the population speak Assamese. Bengali and Hindi speaking population account for 20 percent and 5 percent respectively. It has also
been found that the language of about 14.7 percent of the population is not one of the languages mentioned in the constitution of India. This section of the population may relate to the tribal communities who speak their own dialects. The majority of the inhabitants of the state constituting 71.04 percent of the total population is Hindu. Among the rest, Muslims and Christians constitute 24.03 percent and 4.45 percent respectively. A total of 7,010,000 inhabitants belonged to the age group of 0-14 out of which 5,100,000 lived in the urban areas and 6,479,000 lived in the rural areas.

Of the ten districts of the state, the district of Kamrup with headquarters at Gauhati and covering an area of 9,863 square kilometre had a population of 2,354,183 persons approximating a density of population to 300 persons per square kilometre.

The state of Assam like all other states of the Union of India has an elected Legislature and a Ministry of its own. There is a High Court and a Public Service Commission in addition to other governmental establishments. The governance of the state is run under a Governor who happens for the time being also to be the head of the governments of the neighbouring states.

Each of the ten educational districts into which the state has been divided is identical with a revenue district of the state. The eight districts constituting the plains areas are (1) Kamrup, (2) Goalpara, (3) Nowgong, (4) Darrang, (5) Sibsagar, (6) Dibrugarh (7) Lakhimpur
and (9) Cachar, and the remaining two districts of (9) Karbi Anglong and (10) the North Cachar Hills cover the hills areas of the state. The last two districts have each a District Council under the sixth schedule of the Constitution of India. Each district is divided into one or more sub-divisions and a sub-division into circles. There are 24 sub-divisions at present in the whole state. An Inspector of Schools is in-charge of a district and a deputy inspector of schools is in-charge of an education sub-divisions.

**The Educational Ladder:**

Assam has introduced the 10+2+3 pattern of education with effect from the year 1973 with the age of entry for formal education in the state being 6+. The attached chart represents diagrammatically the educational ladder of the state.

**Size of Educational System:**

Assam has almost all types of educational institutions for general education. It has an agricultural university besides two other affiliating and examining universities with teaching facilities. It has also a Sainik school and a forest training school. During the 1977-78 academic session there were 47,396 students on enrolments in 136 colleges with 3,893 teachers for general education (Arts, Science and Commerce), and 7,025 students in 20 colleges with 774 teachers for professional education. (a) The corresponding figures for undergraduate professional institutions were 9120, 58 and 928. There were 527,504 students on enrolment in 1,699 secondary schools with 22,182 teachers and 2,039,765 students in 25,031 institutions for primary education with 66,306 teachers during the same period.

(a) Exclusive of the teachers and students of Silchar Engineering College.
The enrolments (b) on vocational/Professional/Special & other educational schools during the period under consideration were 20,934 in 526 schools with 1,229 teachers. (1)

The number of Pre-primary institutions in the year 1979-80 was 492 excluding the Balwadis and the Anganwadis the number of which did not exceed 300 besides a few institutions purported to be Pre-primary institutions. (2)

Oriental Education:

There is provision for Sanskrit and Islamic education through Tolls, Madrassas and other institutions that have been functioning in the state for quite sometime. The Assam Sanskrit Board constituted as early as 1926 has under its administrative control 64 upgraded tolls, receiving aid from the Government and 48 private tolls, some of which receive grant from the Government. In addition, there are two Sanskrit Colleges—the Government sanskrit College at Gauhati and the Non-Government sanskrit College at Nalbari.

The Government constituted the state Madrassa Board in 1942 with the establishment of an office of its Secretary for Islamic Education. Later on, the Secretary was redesignated as Assistant Inspector of Schools for Muslim Education. In 1965 Madrassa Education has been reorganised with the general education in the state. There are 40 senior Madrassa, 6 title Madrassa and M.E.Madrassas with an Arabic College in the state.

(b) The figures include those for the Middle and the Senior Basic Schools.


Non-Formal Education:

Facilities have been provided for imparting non-formal education to children of the age group 9-11 and to adults belonging to the age group 15-25 through 750 and 100 centres respectively for non-formal and adult education in 6 of the 10 districts of the state. An adult literacy campaign has been going on in the tea garden areas of the state as well.

The education department of the state publishes a magazine called Jana-Shiksha for the benefit of the near-literate. Reading facilities are provided in the Central library at Gauhati and the district and the sub-divisional libraries at the headquarters of the districts and the civil sub-divisions. The social Education wing of the state Government has been helping to establish about 1000 rural libraries for the benefit of the reading public in the rural areas. Besides, the All India Radio through its stations at Gauhati, Dibrugarh and Silchar broadcast lessons for the learners of Assamese, English, Hindi and Sanskrit languages as well as science and general knowledge for students and lessons on agriculture for the farmers.

Certain educational institutions are running morning and/or evening classes on part time basis to prepare students from High School Leaving Certificate Examination to Degree Examinations. There are also a few institutions in Stenography and for the study of a selected number of foreign languages besides English.

No area of the state has formally been declared as educationally backward. The border areas of the state, the tea-garden areas, the isolated pockets with undeveloped communications have, however, been identified as backward areas.
Education of the Underprivileged.

Education of the scheduled caste and scheduled tribe students are free up to the end of secondary stage. Every student belonging to these categories is awarded a scholarship for post secondary education. There are reservations of seats for these students in institutions of higher education including those for medicine and engineering. In the state directorate of education a separate cell under the charge of a deputy director of education has been set up to deal with matters concerning the education of the tribal population of the state.

Girls education in the state is free up to the end of the middle stage. At the secondary stage of education, certain percentage of free studentship is available for the girls on the basis of merit-cum-means with provision for special scholarships at the secondary and collegiate stages of education. The Directorate of Education in the state has a separate wing for women's education and, at the district level, one assistant inspectress has been appointed exclusively for girls education.

There are provisions for awarding merit-cum-means scholarships to the children of economically backward parents both at the secondary and collegiate stages of education. There are three schools for the blind and another for the blind, deaf and dumb children in the state with
provision for special assistance in the shape of scholarships.

The attached table gives information about the status of literacy in the state (Figures in brackets indicate national rates).

**TABLE 2**

**LITERACY PERCENTAGE, 1971 CENSUS**

<table>
<thead>
<tr>
<th>Urban or Rural</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>64.54 (61.28)</td>
<td>50.89 (42.26)</td>
<td>58.69 (52.49)</td>
</tr>
<tr>
<td>Rural</td>
<td>34.28 (33.76)</td>
<td>16.51 (13.17)</td>
<td>25.30 (23.74)</td>
</tr>
<tr>
<td>Total</td>
<td>37.19 (39.45)</td>
<td>19.27 (18.72)</td>
<td>25.72 (29.46)</td>
</tr>
</tbody>
</table>

**Policy and Goals of Education:**

The Government of Assam has not issued any policy statement on education in the state. It follows, however, the national policy statement on education issued in 1968. Stresses have been laid and arrangements are being made to achieve 100 percent enrolment of children belonging to the age group 6-11 by the end of the 5th five-year plan and to establish a primary school within a radius of 1.5 kilometres from the home of every child. The primary education in the state has been nationalised with effect from 5-9-1975.
The state government provides necessary safeguards for the children of the linguistic minorities by prescribing the mother tongue to be the medium of instruction in a primary school where at least 40 pupils of the school speak that particular tongue. The Government also provides a teacher to every primary school to teach through a particular language where 10 pupils, at least, in a class speak that particular language as a mother tongue. The recognised mother tongues for this purpose are the languages listed in the eighth schedule of the Constitution of India as well as English with some exceptions for the hills districts of the state.

Legal Foundation: Educational Legislations:

The modern age of the educational history of the state may be said to have begun with the annexation of Assam by the British in 1826. But the educational conditions of the state till the beginning of the second half of the nineteenth century were extremely deplorable. Through the initiatives of some local educationists and the Christian missionaries conditions were improved a bit towards the later part of the 19th century with a rise in the percentage of literacy to 12.1.

The department of education was created within the Government of Assam in 1905, and it was placed in charge of a Director of Public Instruction. With the enactment of the Local Self-Government Act in 1915, responsibilities for establishment and maintenance of the primary and the Middle
Vernacular Schools were entrusted to the Local Boards. By 1900, at least one high school had been set up in each subdivision of the state. The first College in Assam was started in Gauhati in 1901. Another College was started at Sylhet (now in Bangladesh) and a medical school at Dibrugarh. Then followed an engineering school at Jorhat. A few years later law colleges at Gauhati, Silchar and Sylhet were established.

A climate for expansion of education through public efforts was created during the last two decades of the independence movement which resulted in rapid expansion of education after independence of the country. The first University in the state was established in 1948 to be followed by the second in 1965. The 3rd, and Agriculture University has been established in 1968. The state Institute of Education and a state Institute of Science Education were set up during the sixties of the present century.

The following legislations form the legal basis of the Educational Administration in the state. Other rules and regulations like financial rules, civil service regulations, and the treasury codes which apply to every field of operation of the state government are applicable to education department as well to the extent they are relevant.

1. The Assam Primary Education Act, 1926.
2. The Assam Primary Education Act, 1947.
5. The Assam Primary Education Act, 1962.

All these Acts had been enacted, from time to time, to expand, develop and regulate different stages of education in the state which necessitated corresponding changes in the educational administration as well. Some of these Acts are only the replacements of the preceding ones and the others may have been amended subsequently depending on the needs or to suit the administration. A major change in the educational administration in the state took place when the elementary schools were taken over by the state Government from the local Government agencies in 1974 after the Assam Elementary Education (Provincialisation) Act of the same year. Every elementary education fund, every regional board fund and all properties held by the state board and the regional boards created under the Elementary Education Act, 1968 were vested in the state government. The services of all personnel under the Elementary Education Act, 1968 and the Boards created thereunder have been provincialised and absorbed in Government service. This was followed by the provincialisation of the services of the personnel working in the secondary schools under private management in a phased manner and the process is still continuing.
It may be pointed out here that no legislation has so far been enacted to establish, develop and regulate the Pre-Primary Education in the state excepting the references made in the preamble and in section 3(3) of the Assam Elementary Education (Provincialisation) Act, 1974 in respect of provincialisation of services of the personnel of the Pre-primary schools. But references in letters from the Education Minister conveying the policy of the Government in respect of making arrangements for Pre-primary education, sanctioning grants-in-aid to institutions carrying on Pre-primary education, etc. and also in communications with executive directions in this behalf are indicative of the efforts made to establish, develop and regulate the pre-primary education in the state. (3)

A report on pre-primary education in Assam as published in the Indian Year Book of education states :

"The progress of pre-primary education in the state has been very slow. In 1942, there were two infant schools in the province; in 1947 these increased only

(3) (1) - Govt. sanction order no. EBS.70/72/pt-I/27 dt. Dispur 25-3-75 addressed to D.I., Assam by the Secretary to the Govt. of Assam in the Deptt. of Education. Office of the Director, Elementary Education, Assam, Kahilipara, Gauhati-19.

(2) - Minister of Education, Assam's note to Secretary, Education Deptt, Govt. of Assam (sl.78 of Secy's file No. EPSKI/69 : Note no. MET4/74-52 dt.14-6-74 Office of the Director, Elementary Education, Assam, Kahilipara, Gauhati-19.
to four. However, after independence, the pre-primary education has received a much greater measure of attention. In 1960-61, there were 43 schools with an enrolment of 2,227. A number of other schools also had pre-primary classes attached to them. The total number of pupils in both the pre-primary schools and the pre-primary classes in 1960-61 was 7,547. One difficulty in this sector has been the absence in the state of training facilities for pre-primary teachers. The government however, awards two stipends every year for Montessori training in Madras.

While the government gives grant-in-aid to pre-primary schools it does not run any pre-primary institution of its own. It seems that, for sometime to come, the main responsibilities for running such schools will have to rest with voluntary organisation. (4)

**It may be seen**
The Report of the Education Commission, 1964-66 while discussing on reorganisation of the educational structure refers to the classes A and B. of the then primary schools as belonging to the pre-primary stage and pleads for retention of these classes as such with modification of the learning experiences to be provided to the children concerned. (5)


It may also be noted that the Assam Elementary Education (Provincialisation) Act, 1974 defines a 'Child' as a person of either sex who has completed five years of age and has not exceeded fourteen years or of such age as the State Government may, from time to time, prescribes. After introducing the reorganised pattern of educational structure as suggested in the report of the Education Commission, 1964-66, such definition of the 'Child' in the Act of 1974 referred to above implies the retention of preprimary classes of, at least, one year duration along with the primary set up.

A general outline of organisational set-up and functioning of education at different levels of the state would help understanding better the administration of preprimary education in the state. Set-Up and Functioning of Education at Secretariat Level:

At the top of the hierarchy in educational administration in Assam is the Minister of Education. He holds Cabinet rank in the Council of Ministers in the State. He decides about the policies to be followed in all matters relating to education in the state with the concurrence of the Cabinet and the Legislature.

The Minister of State for Education assists the Minister of Education in matters relating to planning and policy making and stands next to the Minister in rank. He also performs such other functions which are delegated to him by the Minister of Education.
SECRETARIAT (EDUCATION) ASSAM
1981
The permanent Government machinery is headed by a Secretary for education who belongs to the cadre of the Indian Administrative Service. He is in charge of the functioning of the education department at the secretariat level. It is his responsibility to help the Minister of Education in the formulation and implementation of educational policies and planning. He also gives final shape to the educational budget as directed by the Minister of Education.

The Secretary is assisted by a Joint Secretary, an officer on special duty and two Deputy Secretaries. There are also two under secretaries assisted by two Superintendents and other subordinate staff.

The Officer on special duty is in charge of a linguistic minority educational survey. The main functions at the secretariat level are policy matters and day to day administration which includes creation of posts, transfer and posting of officers and sanction of grants and other expenditures.

Organogram I indicates the administrative structure at the Secretariat level.

The Director of Public Instruction is the Chief Executive for education in the state. He is an educationist recruited through free competition on selection by the Public Service Commission of the state. All educational activities relating to general education are the responsibility of the Director of Public Instruction.
The D.P.I. is assisted by an Additional Director of Public Instruction helped by three Joint Directors of Public Instruction. One of the Joint Director of Public Instructions is in charge of the Hills areas and the other looks after the Plain Tribals' Education and the third is in-charge of Adult Education in the State. A Registrar and Additional Registrar are also there to help the Additional Director of Public Instruction to discharge his duties efficiently. The Additional Director of Public Instruction also supervises the work of an Assistant Director of Public Instruction in charge of the Vocational Guidance Bureau of the state.

The directorate has, in addition to the above functionaries, a number of Deputy Directors of Public Instruction in charge respectively of Planning, Accounts, Scholarships, Grants-in-aid, Adult Education, Plain Tribals Education, Hindi Education, etc.

These Officers are assisted by a number of other officials in different branches as indicated in Organogram II.

The Additional Director of Public Instruction is in charge of Secondary Education, Junior Teachers' Training Institute, The State Institute of Education and the State Institute of Science Education. He is also responsible for all work connected with the administration of scholarship, selection of text books, preparation of curriculum, development of Hindi and Social Education in the state.
District Level Administration of Education

There are ten Inspectors of Schools for the ten districts of the state and twenty-four deputy inspectors of schools, one for each educational sub-division. The inspector of schools is in overall charge of secondary education in the area of his jurisdiction. He is responsible for implementation of various schemes and programmes within his district as and when assigned to him by the D.P.I. Inspection and supervision of high and higher secondary schools in the district is also his responsibility. The inspector of schools is assisted by an Assistant Inspector of schools and an Assistant Inspectress of schools who is particularly responsible for girls education up to secondary stage in the district.

The Deputy Inspector of schools is in charge of implementation of various plans and programmes for the development of Elementary Education in a sub-division of a district. He is also responsible for the inspection and supervision of Primary and Middle schools in his jurisdiction. In some of the sub-divisions there are Additional Deputy Inspector of Schools as well.

The Deputy and the additional Deputy Inspector of Schools are assisted by the sub-inspectors and the Assistant sub-inspectors of schools. A sub-inspector of schools is in charge of a small educational circle carved out within a sub-division. He is responsible for inspection and supervision of elementary schools in his circle. The assistant sub-Inspector of schools helps the sub-inspector of Schools in his work.
Other Departments with Educational Responsibilities:

There are some other departments of the Government of Assam which are connected with the development and administration of education in the state. The departments of (i) Social Welfare, (ii) Agriculture, (iii) Public Health, (iv) Technical Education, (v) Veterinary and Animal Husbandry, (vi) Panchayat and Community Development and (vii) Labour and Employment are connected in one way or other with the development of education in the state. The department of social welfare carry on certain functions in connection with non-formal education and education of the weaker section of the population. The department of agriculture is responsible for agricultural education in the state. Similarly the department of public health looks after medical education and the department of technical education is concerned with the technical and engineering education of the state. The department of veterinary and animal husbandry is responsible for education in veterinary science.

Advisory and Consultative Bodies in Education:

The Board of Secondary Education, the State Institute of Education and the State Institute of Science Education are the three organisations that advise the state government in respect of all matters relating to secondary education, improving the quality of school education and development of science education in the state at school levels respectively besides performing their specific functions.
A state level Advisory Board of Education has also been constituted recently for the purpose of advising the government on different aspects of educational policy, planning and implementation. The Minister of Education, the Minister of state for Education and the Education Secretary to the Government are respectively the Chairman, the Vice-Chairman and the Member-Secretary of this Board. There are 18 other members of the Board. Semi Government, Voluntary Organisations and Private Bodies in Education:

District Councils, Municipalities and Panchayats are the semi-government agencies in Assam contributing to the cause of education in the state. All these bodies are mainly financed by the State government.

Among the various voluntary organisations mention may be made of (i) the Christian Mission, (ii) the Shankar Mission, (iii) the Ramkrishna Mission and (iv) the Arya Samaj that have contributed a lot to the development of education in the state by establishing educational institutions of various levels and efficiently managing them. The state government exerts control over the functioning of these institutions by imposing conditions to be complied with. Besides, the inspecting staff of the Directorate of Education of the state visits these institutions to ensure their functioning on proper lines.
The contributions of purely private bodies and individuals to the development and expansion of education in the state far exceeded, until recently, those made by any single category particularly at the Secondary level of education. Efforts are being made to maintain and establish educational institutions at various levels. The state government exercises control over institutions established and managed by voluntary organisations.

Machinery for the Evaluation of Pupils Progress:

Certain public examinations are held annually by some specific statutory or government bodies for the purpose of measuring the educational attainments of school children studying in institutions of various levels and types, and for certification of standards achieved.

The Board of Secondary Education, Assam conducts the High School Leaving Certificate Examination and the High Madrasa examination at the end of class X and the Higher Secondary School Leaving Certificate Examination at the end of class XII.

The Assam Sanskrit Board conducts Pravesika, Madhyama and Shashtri Examinations at the end of the respective courses each spread over a period of two years.
The State Madrassa Education Board is responsible for holding the Assam Madrassa Intermediate Examination, the Assam Madrassa Final Examination, the Assam Madrassa Title Examination and the Assam Madrassa Special Examination.

The Board of Moderation for Normal School Final Examination organises and conducts the final examinations at the end of the course prescribed for the Normal Schools of the state.

All the above-named examinations are organised and conducted centrally in co-operation with the concerned school teachers, Headmasters and Principals. The Superintendents for various examinations are generally appointed from among them.

The Board of Moderators to conduct Middle Vernacular and Middle English Schools examinations works at district level under the inspectors of schools for all the ten districts of the state. This Board also conducts the Scholarship examinations at the district level.

While all the above mentioned examining bodies have the authority to recognise the institutions that send their pupils for their prescribed examinations, none of these bodies have their own machinery for inspection and supervision of the institutions.
ORGANIZATION

Director of Elementary Education

Jt. Director, EL Ed. (HF, ED.)

By. E.E.E. (Planning)

Controller of Exams.

Asth. Inspector (PT, ED)

Registrar

Research (Basic Ed.)

Inspector (Basic Ed.)

Consultant (HF, ED.)

F.A.O.

Superintendent (Gen. Br.)

Superintendent (A/C Br.)

Superintendent (Exam. Br.)

A.S.O. (I/c Dev. Br.)

DIRECTORATE OF ELEMENTARY EDUCATION

ASSAM - 1981
Until recently, all administrative functions were directly or indirectly concentrated in the Director of Public Instruction. It was he who was responsible for appointment, transfer and upgrading of personnel working in schools. He was required to sanction grants-in-aid to non-government educational institutions for various purposes or recommend grants in-aid to higher authority when amounts for grant-in-aid exceeded his power of sanctioning. But with the provincialisation of services of the elementary school teachers under the Assam Elementary (Provincialisation) Act, 1974 and the subsequent creation of the Directorate of Elementary Education in July, 1977 the administrative powers so far as the elementary education is concerned have been vested in (i) the Directorate of Elementary Education, (ii) the two District Councils of North Cachar and Karbi Anglong along with Joint D.P.I.(Hills) at Haflong and (iii) the D.P.I., Assam leaving the management of the school buildings with the local management committees.

Director of Elementary Education and its Administrative Set-up:

The Directorate of Elementary Education, Assam has been established in July, 1977 and the control and administration of elementary education covered by the Assam Elementary Education (Provincialisation) Act, 1974 have been entrusted upon this directorate excepting those within the hills districts of North Cachar
and Karbi Anglong and, in respect of the Middle English schools of the whole of Assam. The Deputy Inspector of Schools who is the Sub-divisional Education Officer, comes next to the Directorate level in the administration of elementary education as there is no intermediate administrative officer at the district level. Depending on the population and the area covered, there are one or two Additional Deputy Inspectors of Schools in larger sub-divisions. Each sub-division has further been divided into a number of educational circles and sub-circles. The Deputy Inspectors of schools are assisted by the sub-inspectors and the assistant sub-inspectors of schools respectively posted in the circles and sub-circles of their respective sub-divisions.

While an educational sub-division is also co-terminous with a revenue sub-division, an educational circle or a sub-circle is not co-terminous with a Development Block or a Mauza or a Panchayat area. There are 131 development blocks (121 in the eight plain districts) and 219 educational circles in Assam. At the end of the 5th Five Year Plan (1977-78) there were as many as 21,559 primary schools in Assam.

There are 8 inspectors of Schools, one in each of the eight plain districts and along with
the Joint Director of Public Instruction for hills
two more inspectors of schools for the two hills
districts of Assam as field officers under the f
director of public instruction. An inspector of
schools is the district education officer in res­
psect of the high, higher secondary and middle en­
glish schools, and a deputy inspector of schools is
the sub-divisional (educational) administrative
authority in respect of elementary schools including
the middle vernacular schools. The deputy inspector
of schools functions directly under the director of
elementary education and has no formal link with
the inspector of schools of the district concerned
except in matters of administration of middle en­
glish schools which run under the administration of
middle english schools which run under the adminis­
trative control of the Director of Public Instruc­
tion, Assam. Yet, the inspectors of schools have
been empowered to write the Annual confidential Repo­
rt of the deputy inspector of schools and the T.A.
bills of the latter are required to be countersigned
by the former. As a matter of fact, the elementary
education, as per the Act in force, covers one year
of preprimary education, four years of primary educa­
tion, three years of middle english or vernacular
school education and a year of the lower secondary
school education under the new pattern introduced
after the Kothari Commission. Such a state of affairs
under the existing set-up creates more problems in
the administration of education than it can perhaps
solve.
It has been stated earlier that there are 482 pre-primary institutions in the state on 1st January, 1981 of which 41 institutions are under private management but recognised by the state department of education and the rest are primary schools with a pre-primary class attached to each. The term 'recognition' means simply acknowledging by way of sanctioning grants-in-aid only. These grants-in-aid were sanctioned neither under any pre-set rules or on fulfilment of certain specific conditions by the institutions applying for such grants nor was there any follow-up action.

The government of Assam initiated a scheme as early in 1962 to reorganise the five-class lower primary schools by designating the first two classes (A and B) as pre-primary schools and the remaining three classes as primary classes, and to appoint full-time teachers exclusively for these pre-primary sections in all the lower primary schools in a phased manner.

This scheme has similarity with the Operational Model B: 'primary school-based Centre' suggested by the Study Group on the development of pre-school child, in 1972. The state of Maharashtra

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(6) Government of India, Ministry of Education and
also initiated a programme of attaching pre-primary classes to primary schools by attaching a part-time or a full scale pre-primary class to the school with separate teacher. The most important aspect of the plan is the new approach to teacher training. (7)

Under the scheme referred to above 473 additional teachers were appointed in Assam against 473 reorganised lower primary schools to look after the preprimary sections. The corresponding figure stood at 482 only in January, 1981 besides the Balwadis and the Anganwadis which are functioning under quite different schemes. This explains partly the inadequate co-ordination inherent in the organisational set-up beside other factors in retarding the growth and healthy development of pre-primary education in the state.

Administration of Schemes of Grant-in-aid:

The state educational budget, both plan and non-plan, is prepared in the directorate of education and is submitted thereafter to the state education department at the secretariat level. After scrutiny and modification, if any, the budget is forwarded to

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the Finance Department for concurrence and incorporation in the consolidated budget of the state government. While the responsibility for indicating sectional allocation of the planned schemes lies with the state department of Planning and Development, that for finalising the budget rests with the Finance Department of the state.

Immediately after the state Legislature passes the budget, provisions made for the department of education are communicated by the Finance Department to the Director of Public Instruction. The Director of Public Instruction in his turn allots the funds to various drawing and disbursing officers to the extent necessary. The Director of Public Instruction is also authorised to sanction, out of the approved budget, any grant-in-aid to the non-government educational institutions for various purposes, provided the grants are in accordance with such rules as have been laid down after consultation with the Finance Department. The Director can also sanction grants for miscellaneous purposes in connection with any educational matter subject to proper budget provisions and up to a limit of Rs.5,000,00 in each case or as might have been provided in the rules framed with prior consultation of Finance Department.

The department of Education administers various schemes of grants-in-aid to non-government
educational institutions of various levels in the form of both recurring and non-recurring grants. In so far as the recurring grants are concerned, the Deficit System is the basis for the determination of the actual amounts to be granted to different institutions. In this system, the difference between the approved expenditure and the incomes of the institutions for the period for which the grant relates is calculated and sanctioned as recurring grants. For calculating the approved expenditure, the number of employees of each educational institutions previously approved or fixed by the Director of Public Instruction is only taken into account.

The non-recurring grants-in-aid may be given for construction of instructional buildings, science laboratory, library, girls' common room, improvement of play ground and sanitation, etc. The requirements of such grants are determined by the concerned field officers of the department.

The state government has laid down specific conditions to be fulfilled by educational institutions seeking or receiving grants-in-aid from state funds. No institution which is not recognised by the state government, the Board of Secondary Education of Assam, a University or some other authorised organisation can be considered for any grant-in-aid.
The state government has also laid down certain conditions the nonfulfilment of which may mean withdrawal of grant-in-aid. Such conditions include maintenance of proper discipline in the institution, definite pass percentage of students appearing in public examinations from the institution, appointment of teachers and Headmasters with the approval of the Director of Public Instruction and fulfilment of all other conditions incorporated in the letters sanctioning grants-in-aid.

Audit of Accounts:

The accounts of each aided educational institution in Assam are audited by two different sets of audit agencies. The internal auditor who is attached to the district inspector of schools and the external auditor belonging to the government agency which examines the local accounts in the state are responsible for auditing the accounts of educational institutions receiving grants from the state government and reporting to the appropriate authorities regularly.

It has become a practice in Assam that before a private educational institution can be recognised as a competent educational institution of a particular level in any area either by the government or by any authorised organisation, the local community, the body or individual, as the case may be, should provide the required buildings, land and equipments beside running the institution as a fullfledged one for a few years out of their own resources.
Information and Communication:

Any measure of establishing new educational institutions, expanding the existing ones and reorganising and programming activities for qualitative improvement can be realistic only if a correct assessment of the status quo and a pragmatic appraisal of the needs of the community have first been made. With the advent of empirical methods in social sciences the value of data has considerably increased in the field of educational research and prognosis. The more accurate and up-to-date are the data, the more result oriented will be the research investigation. Thus proper decision making, planning and research in education are possible only if a sound system of information and communication is organised in the department of education by the government.

Machinery for collection of Data:

There is no specific machinery for the collection of data at the secretariat level in the department of education of the government of Assam. A separate statistical cell has been set up in the directorate of education under the charge of a deputy director. This officer is assisted by a statistical and information officer with an office consisting of an assistant statistical officer-cum-superintendent, six office assistants, two computer assistants and one fourth grade employee.
The functions of the statistical cell include collection of various items of information relating to educational institutions of all levels in the state.

Procedure for the collection and Processing of Educational Statistics:

Relevant information concerning the primary schools is collected at the educational circle level by the deputy inspector of schools through the sub-inspectors and the assistant sub-inspectors of schools dealing directly with the schools and, transmit onward for consolidation to the directorate of elementary education of the state. The elementary education directorate does not have a full-fledged statistical unit, but the planning and research unit of the directorate processes the data received from the field units (from the deputy inspectors of schools) all over the state.

The inspectors of schools collect and prepare consolidated statements of data concerning school education of their respective districts to be forwarded to the education directorate of the state for processing. The assistant inspector of schools (for girls' education) and the deputy inspectors of schools help the inspectors of schools in the process of collecting the statistics pertaining respectively to girls' schools and the middle English schools. The statistics regarding higher education are collected directly by the directorate of education from the Universities and other concerned institutions.
All data excepting those relating to the primary education are collected on forms ESI, E32, ES3 and ES4 prescribed by the Union Ministry of Education and Social Welfare. The filled in forms when received are scrutinised for processing in the directorate. For any discrepancy, they are referred back to the authorities at the source for rectification. The statistics are then consolidated and made ready for use. A copy of the consolidated data covering education of all levels for the entire state is sent to the Union Ministry of Education and Social Welfare for utilisation at that end.

The inspectors of schools are also required to submit annual progress report every year indicating the progress of education in their respective districts to the directorate for preparing the annual progress report of the state by the officer in charge of the statistical cell of the directorate. A copy of the report which contains statistical data with explanatory notes on the progress made on various levels and in different aspects of education during the year under reference is also required to be sent to the Union Ministry of Education and Social Welfare.
The educational and vocational guidance bureau unit of the directorate of education is also required to collect directly the data necessary for and relevant to its own work. In addition, another cell in the directorate collect educational data relating to linguistic minorities in the state each year and submit the same through the state government to the Commissioner of the minorities in the central government.

The University departments of education and the teacher training colleges, the state institution of education and the state institution of science education disseminate educational information and know-how through their programmes of training and research. The state Institute of Education was set up in 1965 at Guwahati which has subsequently been located at Jorhat. The State Institute of Science Education was established during the third Five-year plan in 1967 at Guwahati and has since then been functioning there. Indirectly, the State Directorate of Employment also serve the public with information relating to education.

It has been mentioned earlier that there is no official recognition of preprimary education nor any minimum standards laid down to which conformity is obligatory. The standards of housing, equipments,
staff and services of the private institutions providing preprimary education vary enormously from institution to institution. There is no method at present of enforcing any standard. The influence of Montessori has been very strong on pre-school education. Most of the pre-primary institutions are based on Montessori method, but these institutions often offer a very watered down version of the method, and most of these institutions are not granted recognition by the international association that lays down standard for the Montessori system.

A good number of children between 3 and 5 years of age may have been receiving some form of care education and recreational services throughout the state. In terms of quantitative coverage as well as quality, the position is far from satisfactory; but it must be admitted that the position in other parts of the country is no better excepting in a few states.

The state machinery for collection and dissemination of educational information is ill equipped with data relating to pre-primary education. There is no other source from which information relating to pre-primary education can be obtained on its different aspects. The picture that emerges from the
The Balwadis and the Anganwadis are also the results of such experimentations. There has been, both at the state and the national levels, an increasing awareness and appreciation of the facts that - (1) the way in which a child’s early physical and psychological needs are met influences his feelings about himself and the world around him; (2) the child’s sense of self-competence is affected by his early experiences and (iii) the early environmental stimulations are not only necessary for realising the child’s potentials at a young age but also for enabling the child to realise optimum benefits from opportunities in later life. Accordingly, providing an atmosphere which is healthy and in which the child is given an opportunity for exploring and satisfying his curiosities about the world around him has been one of the components of the national development programmes.
'Around 20 percent of India's population comprises of children between 0-6 years of age distributed in the rural and urban areas roughly in the ratio of 5:1 as revealed by the census, 1971. Further, 42 percent of the child population lives below the poverty line. The combination of economic and ecological factors is further attenuated by the fact that in consideration of physical survival, the 0-6 age group is most vulnerable with 40 percent of the total deaths in the country occurring among children below five years of age.' (8) There has been a need for governmental involvement in programmes for pre-school children with priorities attached to the children from five years from the economically deprived as well as from the rural segments of the society with emphasis on health and nutrition services. All this has led to the establishment of a countrywide network of Balwadis and Anganwadis, the governments assuming only limited responsibilities for pre-school education for obvious reasons.

A beginning in pre-school education had already been made in the country by the voluntary organisations in as early as 1805. The Health Survey and Development Committee, 1943 popularly known as Bhora Committee, in its findings outlined programmes to improve the

(8) Swaminathan, M. - The Pre-school Child in India

Op cit. PP 3-4.
health of pre-school children. In 1944, the Sargent Committee recommended that "pre-schools should be free and no pain should be spared to make them as attractive as possible with the object of persuading parents to send their children voluntarily".

During the first five-year plan (1951-1956), the government requested the local bodies to organise balwadis in rural areas and took upon itself the task of providing suitable methods to train personnel and provide grants to voluntary agencies to extend balwadis in rural areas. Under the initiatives of Central Social Welfare Board large scale attempts were made to provide pre-school services by establishing balwadis in rural areas. During the Second five-year plan (1956-61), efforts to popularise the balwadis were intensified and the Ministry of Education and Social Welfare established the "Child Care Committee". The government has been guided all along by the view that pre-school should be established under the voluntary sector to be adequately supported by the government.

The Third five-year plan (1961-66) emphasised on development and expansion of balwadis and the training facilities for the Balsevikas. The Education Commission (1964-66) fixed the target of enrolment of
5 percent of children between 3–5 years of age within a period of 10 years. It also emphasised the need to provide the benefits to children from urban slums and unsatisfactory home environments on a priority basis. The committee on Programmes for Child Welfare (1968) reviewed the recommendations of the commission and suggested that the coverage should be raised to 10 percent within a period of 10 years. The study group appointed by the Ministry of Education and Social Welfare stressed the need to provide integrated services covering health, nutrition, education and welfare of the preschool child. It recommended the maximum utilisation of institutional infrastructures and adoption of a variety of models to involve the community and to mobilise community resources for maximum physical, mental, emotional and social development of the pre-school child. The group recommended also to cover by 1981, 10 percent of the children below poverty line (5 million) belonging to the age group 3–5.

During the 5th Five-year plan (1975–80) it was decided to start children's play-centres for the age-group 3–6 attached to selected primary schools apart from encouraging the private and voluntary agencies to start balwadis in rural areas. The state role was to help in the areas of teachers training, preparation of teachers' guides and manuals and promotion of research suited to local needs.
On this background, the Central Social Welfare Board with active assistance and advice of the State Social Welfare Advisory Boards started organising a countrywide network of balwadis during the fifties. Necessary modifications in the working of the balwadis and their organisational pattern have been introduced from time to time to suit the local needs depending on the programmes under which these have been organised.

The Indian Council of Child Welfare in co-operation with its state counterparts has also established a good number of such balwadis throughout the country with the same objective in view and on the same background. The government involvement has been only minimal and indirect. Various expert bodies at the state level and expert committees at the national level have been set up by the governments from time to time to look into different aspects of the preschool children while encouraging voluntary organisations to render necessary services to these children.

To have these preschool institutions - the balwadis, the anganwadis and such other purely private institutions with a variety of nomenclature - in proper perspective so far as their administration, organisation and functioning in this state of Assam are concerned, the major programmes under which these have been initiated needs to be mentioned.
(i) Welfare Extension Project:

This project was started to serve a compact unit of 25 to 40 villages with an average population of 25,000 to 30,000 through five centres in a unit. Organising and running of balwadis was one of the many activities of the project. A Project Implementing Committee consisting of officials and local voluntary workers executed all the programmes of the project. At the initial stage, the expenditure on the project was shared by the Central Social Welfare Board, the State Government and the Local community in the ratio of 2:1:1. Now the Project has been handed over to the Mahila Mandals and Voluntary Organisations with 75 percent assistance from the C.S.W.B.

(ii) Integrated Preschool Project (Urban Neighbourhood):

The scheme had been initiated with a view to provide minimum amenities necessary for the physical growth and mental development of children in slum areas, and families from low income group. Each project which runs the programmes of nutrition, health, referral services and mothers' meetings, having organised at least two balwadis within the project area. A trained supervisor (with a degree of Master of Social Work), two trained balsevikas and two helpers constituted the working team under a Project Implementing Committee with a member from the State Social Welfare Advisory Board. Any agency undertaking this project is required to enrich the programmes from its own resources.
(iii) **Mahila Mandal**

The basic idea behind the Welfare Extension Project was to eventually hand over all the welfare activities to the local people for running the programmes at local initiatives on the basis of self help with minimum assistance from the government. In order to achieve this objective, it was considered necessary to provide some guidance through sponsored committees of local women voluntary workers. Such sponsored committees of local women were subsequently registered as Mahila Mandals to carry on the welfare activities including the running of the balwadis within the project area. Some of the Mahila Mandals undertook the balwadi programme in as many villages as it was possible for them to take up. The balwadis are being run on the basis of grant-in-aid up to the limit of 75 percent of the approved budgetary expenditure from the Central Social Welfare Board.

(iv) **Family and Child Welfare Project**

The balwadi programmes as visualised in the scheme of the Welfare Extension Project has been strengthened and converted into Balvikas Kendra (Child development Centre). The aim of balwadis under this category is the all round development of the child in an integrated manner by organising in the balwadi physical check up, supplementary nutrition, sensory
development, habit formation and informal education through play-activities. Under this project health and family planning education is also organised for mothers by inviting experts from concerned fields. There is a pattern of having six balwadis and two aided centres. The state government bears all expenses of the project excepting those required for various equipments in running the different activities. The Project's Functional Committee is the supreme body constituted by the state government in consultation with the state social welfare advisory board. An eminent voluntary social worker is the Chairman and the block development officer is the treasurer of the committee. Each balwadi is run by a trained balsevika assisted by a balsahayika. The Mukhya Sevika is the supervisory head and the key person of the Project.

(V) Aided Centre:

The extension approach under Family and Child Welfare Project resulted in the establishment of Aided Centres. Voluntary organisations are given assistance to carry on welfare activities specially the Mahila Mandals are assisted to run the balwadis. Each of the aided centres is provided with a grant of Rs.1,000/- only by the F.C.W. project and the rest of the expenses are required to be borne by the local Managing Committee. The balwadis of aided centres envisage the provision of local contribution to a great extent.
(vi) **New Balwadis**

These balwadis are located in slums, certified and depressed areas. These balwadis are run by voluntary agencies working in various fields of social welfare. The entire expenses of running a balwadi under this category are provided by the state social welfare advisory board under the following terms and conditions:

(a) Supply of nutritious food at the rate of 20 paise per child per day for 300 days.

(b) Helper's salary at Rs. 35'00 per month.

(c) Salary of trained balsevika at the rate of Rs. 150'00 per month and that of untrained teacher at the rate of Rs. 120'00 per month.

(d) Equipment at Rs. 1,000'00 per new balwadi.

Thirty children are considered a unit for nutrition grant. The medical check-up of every child twice in a year is compulsory under this programme and the agencies are required to maintain health check-up records. The balsevika has to carry out home visits for health and nutrition education.

(vii) **Grant-in-aid Programmes**

The state Social Welfare Boards have been financing organisations registered under the Societies Registration Act to organise and run balwadis where such organisations did not exist. The boards had only
token participation and contributions. These balwadis had been charging fees ranging from Rs.2'00 to 12'00 per month per child from the beneficiaries. These balwadis are, for all intent and purposes, educational institutions without any room for child care.

(viii) Integrated Child Development Services (ICDS):

A comprehensive programme of what may properly be termed as preschool education has been launched at the national initiative during the 5th Five-year plan through a scheme known as the Integrated Child Development Services.

The programme was taken up on an experimental basis in 33 project areas during 1975-76. It was expanded through an addition of 67 projects in 1978-79 and 50 projects in 1979-80. Another 50 projects started functioning during the financial year 1980-81.

There are six projects covering (i) Sidlisirang Development Block in the district of Goalpara; (ii) Paschim Nalbari and (iii) Boko development blocks in the district of Kamrup; (iv) Lanka development block in the district of Nowgong; (v) Lumbajong development block in the district of Karbi-Anglong and (vi) Dhakuakhana development block in the district of Lakhimpur functioning at present in the
state of Assam.

The objectives of the ICDS scheme are:-

1) to improve the nutritional and health status of children in the age group 0-6;

ii) to lay the foundations for proper psychological, physical and social development of the child;

iii) to reduce the incidence of mortality, morbidity, malnutrition and school drop out;

iv) to achieve effective co-ordination of policy and implementation amongst the various Departments to promote child development; and

v) to enhance the capability of the mother to look after the normal health and nutrition needs of the child through proper nutrition and health education.

The focal point for the delivery of the ICDS package of services is an Anganwadi in every village organised under the scheme. An Anganwadi is an institution of comprehensive pre-school education for children below 6 years of age. It will not impart formal learning but will develop in the child desirable attitudes, values and behaviour patterns and aim at providing environmental stimulation. No attempt will be made to achieve uniformity of teaching/learning procedure in the anganwadi in regard to all children and in regard to play and other activities. There will be flexibility and the child will be encouraged
and stimulated to grow at his own space. The anganwadi will strive to satisfy the curiosity of the child and channel it in a creative direction. The materials to be used in anganwadis should be of indigenous origin, made by the teachers or local artisans, and inexpensive. In determining the content of non-formal/preschool education, organisation of anganwadis equipments and training, the recommendations of the Education Commission (1964-66), the Report of the Study Group on the Development of the pre-school child (1972) are taken into consideration. The Anganwadi proposes to establish links with the elementary school so that the child moves from the anganwadi to the school with the necessary emotional and mental preparation.

The anganwadi workers are responsible for:

(a) non-formal preschool education, i.e. organising pre-school activities in an anganwadi for about 40 children in the age group 3-5 years; the toys, play-equipment, etc. to be used should be rural in character and origin, in designing and making of which the anganwadi worker will play a leading role;

(b) organising supplementary nutrition feeding for children (0-6) years and expectant and nursing mothers; in planning the menu priority will be given to locally available food and local recipes;

(c) giving health and nutrition education to mothers;
(d) making home visits for educating parents, particularly in the case of children attending the anganwadi so that the mother of the child can be enabled to play an effective role in the child's growth and development;

(e) eliciting community support and participation in running the programme;

(f) assisting the primary health centre staff in the implementation of the health component of the Integrated Child Development Service Project, viz. immunisation, health check-up, referral services, and health education;

(g) maintaining routine files and records and to enable measurement of the impact of the services;

(h) reporting to the Child Development Project Officer (to be appointed for each Block) the development in the village which requires further attention particularly in regard to the working of the co-ordinating arrangements of different departments in the village;

(i) maintaining liaison with the lady school teacher for assistance in organising preschool activities and for participation of the primary/middle school girls (where they exist) in the programmes of the anganwadi, thus enabling the girls to acquire work experience.(9)

Selection of Project Areas:

The administrative unit for the location of the Integrated Child Development Services Projects will be the community development blocks in rural areas, Tribal Development Blocks in predominantly tribal areas and ward(s) or slums in urban areas.

In the initial stage, however, a major consideration will be the conversion of the existing supplementary nutrition feeding centres located in rural and tribal areas and in urban slums of the selected ICDS project areas into anganwadis under ICDS scheme.

The selection of project areas will be co-ordinated with the programmes of the Health Ministry to upgrade the Primary Health Centres, the programmes of the Department of Rural Development in regard to their applied Nutrition Scheme and the Composite Programme for Women and Children in rural areas and the programmes for protected water supply of the Ministry of Works and Housing. Other programmes of different administrative departments at the centre and in the states which have a bearing on the successful implementation of the scheme will also be coordinated with it.
Functional Responsibility :

In the Fifth Five-Year Plan the Scheme of Integrated Child Development Services has been classified as a centrally sponsored programme and will be implemented through the State Governments with 100 percent financial assistance from the Central Government. The Central Social Welfare Board, Voluntary Organisations, Local Bodies, Panchayati Raj institutions (where these are functioning efficiently) etc. are to be actively involved in this programme for implementation, soliciting community support etc. The Central Social Welfare Board and the State Board should make efforts for organising a larger number of voluntary organisations in the project areas. The intention is to entrust the running of anganwadis to voluntary organisations, local bodies, panchayati raj institutions etc. (where these are functioning efficiently) and give them grant-in-aid on the basis of the pattern approved for the anganwadis. Nutrition inputs can be provided to these bodies by the states. The State Government itself may run an anganwadi if no organisation as suggested above is available.

Since the scheme is based on the strategy of intersectoral approach for the development of children, co-ordination of the efforts of different ministries and departments at all levels will be necessary.
Flow of Administrative Control:

A diagrammatic representation of flow of administrative control in the implementation of Integrated Child Development Services Project in rural/tribal blocks is shown in appendix A. Co-ordination machinery will be set up at all levels as the scheme is basically an inter-departmental endeavour.

The Department of Social Welfare will be responsible for budgetary control and administration of the scheme from the Centre. At the state level, the Secretary of the Department of Social Welfare will be responsible for the implementation of the project. At the district level, the District Welfare Officer will be responsible for the co-ordination in the implementation of the scheme; where there is no district Welfare Officer in a district, the function may be discharged by the District Development Officer or by the District Planning Officer.

A Child Development Project Officer will be appointed for the implementation of the programme at each block. He will be directly in charge of the scheme; however, the B.D.O. will exercise overall responsibility as for schemes of other Departments in the Block. The CDPO will be responsible for implementing the scheme at the field level. The CDPO should be carefully selected and should preferably be a graduate in Child Development, Social Work, Home Science, Nutrition or any allied field.
As stated earlier, the anganwadi will be the focal point for the delivery of services. Immunisation, health check up and referral services will be delivered at the anganwadi through the net-work of health services in the project area. The services of supplementary nutrition feeding, nutrition and health education and non-formal pre-school education will be provided through the anganwadi with support from the Community Development, Health and other departments.

In the case of urban project, the Child Development Project Officer will be responsible to the State Social Welfare Department for the implementation of the scheme.

Personnel:

As stated earlier, the CDPO will be in-charge of the project. Each village will have an anganwadi worker. She will be assisted by a helper in organising supplementary nutrition feeding programme.

The anganwadi worker may or may not be a matriculate. If she is a matriculate, she will receive an honorarium of Rs.175'00 per month and if she is a non-matriculate, she will receive an honorarium of Rs.125'00 per month. Each urban project will have all
matriculate anganwadi workers, though the proportion of matriculate to non-matriculate anganwadi workers will vary from project to project in rural/tribal areas.

As one ODPO will not be able to supervise and guide the work of 50 to 100 anganwadi workers, five, four and three supervisors of the rank of Mukhya Sevikas will be provided in each rural, urban and tribal project respectively.

Even though funds will be provided by the Central Government, the staff will be borne on the appropriate cadres of the States and therefore, the States should sanction the posts in the appropriate corresponding State pay scales. The anganwadi workers will be honorary workers.

The functionaries of the Integrated Child Development Services Projects will have to be trained or appropriately oriented for the tasks expected of them. The training/orientation of different personnel will be arranged by the Department of Social Welfare, Government of India and the entire expenditure thereon will be borne by the Govt. of India. The National Institute of Public Co-operation and Child Development, New Delhi, Family and Child Welfare Training Centres, Jamia Milia (New Delhi) and Boroda and, some gramsevika training centres/ balsevika training institutes of the Indian Coun-
oil for Child welfare/training centres of the Bharatiya Adimjati Sevak Sangh and selected medical colleges are actively involved in the training programmes.

The Role of UNICEF, WFP and CARE:

The UNICEF is keenly interested and has participated in the programmes of child development in India and is willing to participate in the successful implementation the present programme as well. So also some organisations like WFP and CARE are going to participate in the ICDS programmes for successful implementation.

It has been mentioned earlier that there are six projects functioning in the state of Assam at present under the Integrated Child Development Services scheme and nearly 20,000 children of the age group 0-6 years are being taken care of by the 450 (approx.) anganwadis organised for the purpose.

In the introductory chapter itself, we noted the concept of pre-school education in its broadest sense and the chapter I has been devoted mainly to clarify the implications of different components of the contents of pre-school education with a view to ascertain direction of composite process.
evolved. In the background of these discussions, it can clearly be seen that the scheme of Integrated Child Development Services correctly conceived of the pre-school education for the children of our country of the age-group 0-6 years through the anganwadis covering the entire gamut in its long sweep. But the process of working formulated with the organisational set-up discussed above is not likely to deliver the goods.