CHAPTER IX

SUMMARY, CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

The life period of the child from birth to about six years of age is of exceptional importance as far as his growth and learning are concerned. If no advantage is taken of possibilities for learning and growth at this stage, it would be too late in the life of the child to make amends later. The outcome of the interaction of health, nutrition and psychological processes during these years conditions the readiness of the child for school, which in turn influences the child’s success in future. He is better achiever in adult life if he is grown up in a suitable environment at an early age. The early childhood education as an essential prerequisite for a good education policy was identified by International Commission for Development of Education (1972).

Teacher performance is the most important crucial input in the field of education. Whatever policies may be laid down, in the ultimate analysis these have to be interpreted and implemented by teachers, as much through their personal example as through teaching-learning process.

Teacher Education for education of the Pre-School Child ought to synthesize the teaching and working personnels associated with the different courses of early childhood care and development.
The most dominant influence that can be felt particularly with reference to early childhood education is that of Madam Maria Montessori who came to India in 1939 as a refugee from fascist regime in Italy. During her stay in India, she trained hundreds of teachers through long and short term courses. Annie Besant, a theosophist, was powerfully influenced by Madam Montessori and set up a teacher training centre at Adyar, near Madras. Many early childhood educators received their training under Madam Montessori at Adyar and then went out to various parts of the country and spread the movement of early childhood education.

The ICDS was first time launched in the state at Pooh in 1975. Since its inception, there are about 7123 Anganwadi Centres. The Anganwadi Worker is a crucial functionary for implementing ICDS Scheme. Her training is, therefore, of special significance. The success and failure of a nursery school depends on the teacher who is the backbone of the nursery school. The teacher plans programmes for all round development of the child by taking care of his health, nutritional and other needs for which she has to work in close collaboration with the parents and community and make full use of resources of other social welfare agencies. Therefore an adequate and extensive teachers’ training programme is very important for the proper development and expansion of pre school education programme in the State. Himachal Pradesh Council for Child Welfare is running four Anganwadi Workers Training Centres situated at Theog (Shimla), Suni (Shimla), Rasmai (Mandi) and Gagal (Kangra). In addition to the above Anganwadi Workers Training Centres,
St. Bedes’ College Shimla; DAV Institute of Correspondence Education, New Delhi; Indira Gandhi National Open University and Himachal Shiksha Samiti are also contributing for pre-primary teacher education in Himachal Pradesh.

The review of the studies reveals that no study has been undertaken in Himachal Pradesh to evaluate pre-primary teacher education. It was therefore thought worthwhile to undertake the present problem for investigation as the findings of the present study will help in the improvement of this programme.

9-1 The Problem

Pre-Primary Teacher Education in Himachal Pradesh: An Evaluative Study.

9-2 Objectives of the Study

The objectives of the study are stated as under:

1. To study the growth and development of pre-primary teacher education in Himachal Pradesh,

2. To study the organisational structure of Himachal Pradesh Council for Child Welfare which is imparting Anganwadi workers training,

3. To study human resources in the training centres,

4. To study non-Human resources in the training centres,

5. To study the curriculum and its transactions and evaluation practices in the training centres,
9-3 Delimitations of the Study

The present study was delimited to:

- The Anganwadi Workers Training Centres in Himachal Pradesh only.
- The participants taking pre-primary teacher education in the institutions during the batch October to December 1999 after joining the jobs.

9-4 Methodology

For the present investigation descriptive survey method and Historical method were employed to evaluate the Anganwadi Workers' Training Programme (Pre-Primary Teacher Education).

9-5 Sample/Population

As there is a very small number of the institutions, all were included in the study. All the principals and instructors working in these institutions and the Anganwadi workers undergoing three months training at the time of data collection were taken intact for the study. However, whole of the population of the Anganwadi workers to undergoing three months training were taken for study.

9-6 Tools

The following tools were used for collecting the data for the present study:

1. Interview schedule for the principals of AWTCs,
2. Questionnaire for instructors of Anganwadi Worker Training Centres.
3. Questionnaire for Anganwadi Workers,
4. Observation Schedule.
9-7 Conclusions

On the basis of analysis and interpretation of data following conclusions can be laid down:

9-7.1 Growth and Development of Pre-Primary Teacher Education in Himachal Pradesh

The pre-primary teacher education is in its infancy in Himachal Pradesh. There was no training centre for the training of the pre-primary teachers before the reorganisation of the state. After reorganisation of the state Shimla city was emerged with Himachal Pradesh. The St. Bedes' College which was imparting pre-primary teacher education figured into the state of Himachal Pradesh.

With the inception of ICDS scheme in Himachal Pradesh and to provide trained personnel for this project, at that time the Himachal Pradesh Council for Child Welfare (HPCCW) started four AWTCs at Theog, Suni, Rasmai and Gagal.

After the establishment of these centres no institution on the part of the government has been added. Some of the organisations namely Himachal Shiksha Samiti, DAV Institute of Correspondence Education Delhi with its centre at Sanjauli and Indira Gandhi National Open University are imparting pre-primary teacher education to the students of Himachal Pradesh.

9-7.2 Organisational Structure

General Secretary of Himachal Pradesh Council for Child Welfare is overall in-charge of Anganwadi Workers Training Programme. He is assisted by Principals and instructors and non-teaching staff at the institutional level and administrative staff
including executive officer, accounts officer and superintendent-II at headquarter.

9-7.3 Human Resources

1. All the institutions had qualified principals in the field of child psychology and development except one who was not having a degree in child related field and all were having a long experience of teaching and administrative work. Majority of the instructors were not having requisite qualifications i.e. they were postgraduates in social sciences.

2. All the principals and instructors were in the age group of 31-45 years and below 30 years respectively. All of them were from the general category only.

3. All the principals and instructors were given a fixed amount of honorarium with a nominal increase after every five years.

4. The principals have not attended any refresher courses seminars and sandwich programme for their professional development.

5. In spite of very low honorarium, principals and instructors were continuing with their jobs with a hope to get full salary after some time, interest in teaching profession and a love for living with children.

6. The Administrative Staff was employed in the training centres as per the sanctioned strength.

7. The trainees having requisite qualifications and having an below age below 30 years were from different categories namely SC, ST, OBC and General.
8. All the trainees were getting full honorarium during their training as they were getting while working in the field.

9-7.4 Non-Human Resources

1. All the training centres were working in pucca structure buildings ranging from one to two stories. A provision of good ventilation and light was there in the buildings except that of AWTC Suni and Gagal. The premises of the training centres were well connected to the main roads through a jeepable road.

2. The average size of the classroom in each training centre was 20'X15' with a height of about 8 feet. The walls of the classrooms were not white washed for a very long time. They were giving very dull look to the classrooms. A carpet for the trainees and a chair and a writing table for the instructor were available in the classrooms.

3. No separate space for library was available in any of the AWTCs. The books stored in the Almirahs were kept in the offices of the institutions. The books on general orientation, child development and non-formal education, Nutrition, organisation and management, population education and functional literacy were available in all the training centres. Craft room, music and art room, teaching laboratories, seminar hall, computer room and E.T. room were not available in any of the institutions. However, staff room, principal's and office room were available. The toilets for the staff and the students were
also available.

4. Tables and chairs for the administrative staff and steel almirahs for keeping record were available in the offices of the training centres. The principals were provided with executive tables and chairs.

5. All the four institutions had hostels for the trainees. In two institutions separate rooms were made available as hostels whereas in the other two institutions the classrooms were used for sleeping purposes.

6. Essential items like Durries, buckets, cupboards, shelves, towels and utensils were available in the hostels of all institutions. The cots for the trainees were available in hostel of the one institution only.

7. Kitchen facilities, a dinning hall and a store room were available in the hostels. The mess was managed cooperatively by the all trainees.

8. Adequate number of bath rooms and toilets were available in all the training institutions.

9-7.5 Teaching-Learning Material

1. All the training centres had essential teaching-learning material except story charts and threading frame. Musical instruments were not-available in any of the training centres. The material namely over head projector, slide projectors, bar scale, slides on different subjects, film projector, audio cassette recorder and VCR were rarely used whereas salter spring and TV were frequently used in the institutions.
2. Training was imparted in the preparation of picture cards, zig-saw puzzles, flash cards, masks and dominoes in all the institutions. The training in the preparation of story charts and puppets was imparted in only two institutions.

3. Training was imparted to the trainees in all the institutions about the use of low cost materials like water, sand, soil, clay, mud, leaves, flowers and pebbles whereas training in the use of feathers of birds was imparted in only one institution.

9-7.6 Curriculum, its Transactions and Evaluation Practices

1. Eight subjects have been kept for the training course to be covered in classroom teaching, practicals and field work. The eight subjects are: general orientation; child development and non-formal pre-school education; nutrition; health; population education; organisation and management; community contact and communication; and parents and community education.

2. All these 8 subjects are given different weightage. Nutritions, health, child development and non-formal pre-school education are accorded high priority in the curriculum whereas population education has been given education minimum weightage. 16 hours have been fixed for evaluation and examinations. The total working hours during three months training come out to be 432 hours.

3. No theoretical course content has been suggested in the "Manual for the Anganwadi Workers Training" on the subject General Orientation. However
the instructors had taken 5 topics from the ICDS Manual and were giving theoretical orientation to the trainees. Visit to block headquarters, PHC/urban health centres, ICDs projects have been suggested under practical/field work.

4. The trainees were well oriented in the different components of general orientation through lectures except supplementary nutrition.

5. For giving practical knowledge/field work experience, the instructors arranged Visits to block headquarters/urban health centres and ICDS projects for observation of programme components and getting aware about their role therein. Use of slides and film was made to acquaint the workers about various components of ICDS.

6. 'Manual for the Anganwadi Workers Training' is silent about the theoretical portion of Child Development and Non-Formal Pre-School Education. 12 topics related to child development and non-formal pre-school education are covered under classroom teaching. Visit to community, an Anganwadi, other model of school like Balwadi, mobile creche, nursery schools have been suggested under practical work. The material like puppets, flash cards, picture cards, masks, toys from board, clay prepared by trainees forms part of the kit.

7. The training in the preparation of audio-visual aids such as drawing, story description, forming sets, patterns, orders, shapes and pictures was imparted to the trainees whereas training was rarely provided in songs description.
plays description, dolls and garland making, dipping and pasting pictures etc.

8. The training in the activities namely open games, racing, skipping, sand play and taking children for walking which are helpful for motor skill development of the child was not provided to the trainees. The training was provided in lion and goat play only.

9. The training in activities namely story telling, songs and poems and puppet plays which are helpful for language development in children was provided to the children. However, the training in activities like learning efficiency, plays, riddles and language related play is not given to the trainees.

10. No training given in the activities for controlling aggressiveness and destruction, worrying for others affairs and helping others and developing courage, tolerance, truthfulness and unbiasedness for psychological development of the child.

11. The trainees were trained in planning activities for different developments like physical, social, intellectual and emotional.

12. The curriculum document does not say anything about theoretical part of the subject Nutrition. However, instructors taken 17 topics from ICDS Manual. Primary importance was given to teaching various nutritional aspects in Nutrition subject to reduce incidence of mortality, morbidity and malnutrition. The curriculum document emphasises practical training in weighing the child, recording the weight, use of tricolour tapes for measurement of mid arm
circumference, preparation of low cost recipes. Under field works visits to preparation of diets for different age groups, menu planning, preparation of therapeutic feeds, enlisting advantages of breast feeding and importance of diet during pregnancy slums and community for identifying malnourished, anaemic and vitamin-A deficient children, to hospitals for detection of nutritional deficiency. A kit to be prepared by the trainees must consist of sample growth card, sample tricolour tape, and charts on different themes have been suggested. Visits to ICDS, nearly Balwadis and creches have also bee suggested.

13. Training in the activities namely use of salter spring balance for weighing child, preparing growth chart for checking and interpreting child growth pattern, identifying malnourished, anaemic and vitamin-A deficient children was imparted to the trainees. Knowledge about nutrition for pregnant and lactating mothers was also given. The trainees on visits to village community surveyed and identified malnourished children, nutritional problems, anaemic and vitamin-A deficient children, organised different activities and prepared sample charts for their kits.

14. Training in educating lactating mothers about weaning food, feeding children during illness, types of food for balanced diet, importance of leafy vegetables and introduction of semi-solid foods from 5th month, creating awareness about wrong methods of cooking and explaining importance of growth chart to
mothers, was provided to the trainees.

15. The health component has been given priority in the curriculum. In the theory part, the document has emphasized that local medical college, hospitals and PHCs should be involved in imparting training. But it is similarly silent on theory part. The trainees were given theoretical orientation on 17 topics of health which had been taken from the ICDS manual. Management of diarrhoea, preparation of immunization schedule and demonstration on how to cure common ailments at home and first aid have been suggested. In the field work, visits to hospitals, public health centres and institutions for handicapped are to be undertaken by the trainees. A kit has to be prepared by each trainee which must consist of immunization chart, sample health card, charts on nutritional blindness, communicable diseases malnutrition and deficiency diseases, do's and don'ts during pregnancy and universal health messages.

16. As the training centres were located in rural areas and away from medical college, medical officer and lady health visitor visited the centres and spoke on different topics of health.

17. The document is also silent on the theory part of the subject Parents and Community Education. In only one institution, the trainees were taken on a visit to local hospital. No visit was arranged to any institution of handicapped children in any of the training centres. The trainees were trained in preparing
oral rehydration solution, identifying malnourished children, immunization and creating awareness about pregnancy.

18. Like other subjects the theory of population education has no place in Manual for the Anganwadi Workers Training. Three topics are taught in the classroom teaching. No time has been kept for practical activities and field work even through their inclusion in the curriculum. Due to this, no activity/field work of this subject was undertaken in any of the training centres.

19. Under the ‘Population Education’ subject only three topics namely methods of family planning, dealing with problems encountered in the use of family planning methods and role of Anganwadi workers are taught in the class as only 5 hours have been fixed for classroom teaching of this subject. Under the practicals, the students are required to be trained in role play, group education, group counselling and communication aids etc. The trainees are required to visit family planning centres during their field work. The kit of the students should contain charts and posters on various themes. In spite of the inclusion of practicals and field work in this subject, no time has been kept for their transaction and no activity was undertaken in any of the institutions.

20. Under the subject ‘Organisation and Management’, 7 topics are covered during 9 hours of classroom teaching. In the practical part, the trainees are required to have acquaintance with registers, family records, circumference and
weight charts, and married women’ cards.

21. In 19 hours of classroom teaching for the subject ‘Community Contact and Communication’ 6 topics, on methods of collecting information and conducting simple surveys, working with individuals, working with groups, working with community, communication and organisation of exhibitions and Bal Melas, are taught to the trainees. The practical part includes training in problem solving, role play, preparation of aids for communication. In the field work the trainees are required to visit village/urban slum, community, Panchayat office and BDOs office, arrange mock sessions, and attend mahila mandal meetings, and associate with social groups.

22. The training was imparted to the trainees in maintaining different records and registers. However, they were not trained in preparing daily diary in any of the institution.

23. Training was imparted in the use of audio-visual aids, role play and organising of games for children in the community. However, the training in other aspects of community contact and communication was not imparted in almost all of the institutions.

24. The ‘Parents and Community Education’ subject has been divided into four parts namely general, home and family life, economic improvement and environmental and civic orientation to be taught in 19 hours of classroom teaching. The general part includes six topics, home and family life two,
economic improvement four, and environmental and civic orientation includes 7 topics. The practical and field work part includes selection, preparation, use of communication aids, mock sessions and planning and organising programmes for parent and community education.

25. Lecture method was used for the transaction of the content of this subject. No practicals and field work was undertaken in any of the training centres.

26. The trainees were trained in the use of teaching methods namely learning by doing, activity method, story telling, play way and group teaching during their field placement and they were not trained in the use of personal teaching.

27. The evaluation of the trainees is based upon assignments during the course, practicals, field work, written tests and viva-voce. The weightage to each component is 20, 20, 30, 10 and 20 per cent respectively. The evaluation is through external examiners. In case of unsatisfactory completion of course, the trainees are not allowed to continue in the project.

9-8 Educational Implications

Pre-Primary Teacher Education Programme (PTEP), Nursery Teacher Education Programme or Anganwadi Workers Training Programme (AWTP) emphasize cell centred, activity play based, development-oriented education of children. Consistent with the thrust of National Policy of Education, these programmes have to be qualitatively and quantitatively strengthened, both in government and non-government sectors. The scenario of pre-primary teacher education in Himachal Pradesh has been
unveiled in the present study. On the basis of the findings, the present study has the following education implications:

1. The population of Himachal Pradesh is increasing day by day and the number of students is also increasing. There is a great demand for pre-primary/early childhood education. A number of schools are being run in the private sector for imparting this education. In the public sector this education is being imparted in Anganwadis/Balwadis. The findings of the study indicate that there are only four AWTCs in Himachal Pradesh. Further, this training is given to the in-service candidates. The teachers appointed in this sector are mostly untrained. The Government of Himachal must open some training institutes for the training of the teachers for this sector.

2. The principals of these institutions must be given incentives by the government to improve their education as per the qualifications given by NCTE.

3. The instructors must be encouraged to undergo some course of early childhood care and education at the expenses of the government.

4. There must be a provision to enhance the meagre salary of teaching staff of AWTCs so that talented instructors and principals may be attracted towards this profession. The policy for remuneration as spelt out in POA must be implemented with immediate effect.

5. Principals and instructors must be encouraged to attend refresher and orientation courses to update their knowledge about the training technology.
6. The authorities must pay attention towards the lack of facilities in the AWTCs with regard to accommodation, craft room, music room and art room, teaching lab, laboratories, seminar hall, computer room, E.T. room etc.

7. The government must construct separate hostels of the trainees and all facilities must be provided in the hostels.

8. The teaching learning materials like story charts, threading frame, jig-saw puzzle and musical instruments must be provided to the AWTCs.

9. The instructors must be trained to utilise the teaching learning material like overhead projector, bar scale, slides on different subjects and film projector.

10. The instructors must be trained in time management so that all the activities listed in the curriculum be undertaken.

11. The overall responsibility for this teacher education and personnel training for ECCE must be accepted by the Department of Education of the State in close coordination with Department of Women and Child Welfare.

12. The DIETs should be given the responsibility for training in ECCE and they should develop a field based networking relationship with ECCE programme. The DIETs should build up their own training capability.

13. Build up on the basis of available training pattern, a network of modular training programmes for ECCE must be developed at all levels.

14. Resources should be initiated to restructure the training programme to integrate and emphasize the child-centred and non-formal approaches of early
childhood education in the state.

15. The training period of three months is very short which should be increased to one year at least.

16. Instead of having untrained personnel, trained persons should be inducted in the programme so that the Anganwadis do not remain closed during the period of training of the worker.

9-9 Suggestions for Further Research

The following suggestions are made for further research:

1. The present study was confined to Himachal Pradesh only. Similar study may also be conducted in other states of India.

2. The present study was confined to the Anganwadi workers training programme being run by State Council for Child Welfare. Similar study may be conducted to evaluate other organisation imparting pre-primary teacher education.

3. A component-wise evaluation of pre-primary teacher education can also be undertaken.

4. A study may be undertaken to find out the training needs of the Anganwadi workers.

5. The relevance of the curriculum specified for Anganwadi workers training programme may also be studied.