REVIEW OF RELATED LITERATURE
CHAPTER - II

REVIEW OF RELATED LITERATURE

2. Introduction:

The review of related literature is a must for scientific approach. It guides the investigator to locate the area which may be more fruitful for further study. One cannot develop an insight into the problem to be investigated into, unless one has learnt what others have done in the particular area of his/her own interest. Thus, the related literature forms the foundation upon which all further works can be developed. In short, comprehensive review of literature gives the proper back-ground information to design the research programmes, helps to analyse the research data and to interpret the research findings. It also gives thorough understanding of the problem. In short, the purpose of the review was being (a) to gain a background knowledge of the research problem (b) to identify the concepts relating to it, potential relations between them and to formulate researchable hypotheses (c) to identify appropriate methodology, research design, methods of measuring concepts and methods of analysis; (d) to identify with the sources used by other researcher and to learn how others structured the report (Krishnaswami, Methodology of Research in Social Science, Himalaya Publishing House, Bombay, 1993, p. 77) In the
chapter an attempt is made to survey the earlier works done on this subject.

2.1 Classification of the studies:

To collect literature related to the present study the investigator at first had gone through the related studies especially on ICDS programme from various research reports, such as, 1st survey of research in education edited by M. B. Buch followed by the 2nd, 3rd and 4th survey of research in education. The investigator also had gone through the 5th survey of research in education edited by A. K. Sarma to find out the related study. The investigator found that only two studies were conducted in the western part of the country and these are also related to status survey of ICDS. In that situation the investigator had gone through the original document of the various policy and programme related to ICDS from where the investigator collected some materials which had helped to develop a theoretical framework for the present study. Since the inception of the ICDS programme has generated considerable interest among academicians, planners, administrators related to the programme. As a result, a large number of research studies have been conducted on various components of ICDS to evaluate and assess the impact of the programme on the beneficiaries. The Programme Evaluation Organisation (PEO) of planning commission of India conducted a baseline survey on ICDS in 1976. The DWCD, Ministry of Human Resource Development, Government of India has also conducted a study on the ICDS at the National level to ascertain
the impact of the programme on non-ICDS areas entrusted with NIPCCD in 1992. A joint multicentric study was also conducted by the National Institute of Nutrition and Central Technical Committee (1995) to highlight the impact of ICDS on psychological development of beneficiaries. NIPCCD attempted to compile and review the wide scattered researches on ICDS in the document "Research on ICDS - An overview", the two volumes included abstracts of around three hundred research studies. Another document, "Research abstract on ICDS" (1995-2002) prepared by NIPCCD includes about 50 research abstract. The investigator has gone through almost all these research abstract along with various research reports on ICDS.

A review of these research studies indicates that ICDS has had a positive impact on beneficiaries and has the potential of enhancing the child survival rate. Definite improvement has been reported on IMR, nutritional status, morbidity pattern, immunization coverage and utilization of health services. Children from ICDS areas were having better competencies on language, cognitive, conceptual development and behaviour parameters as compared to their counterparts in non ICDS areas. Further, improvement in enrolment and scholastic performance indicates a positive impact of ECCE component of ICDS. In addition to this, the above mentioned studies have helped in identifying the problems in the implementation of the programme. Further, the last one decade has
witnessed several changes in the approach and strategies of the child development. The abstracts highlight the measures taken to meet the needs of the children through appropriate intervention in ICDS.

Keeping in view the specific objectives of the present study, an earnest effort was made by the investigator to collect the literature related to it either directly or indirectly. The available literature related to the present study are categorised under the following broad headings -

(a) Studies on child-rearing practices in the context of ICDS.
(b) Studies on child-care and education.
(c) Studies on games and play as a means of child-education.
(d) Studies on socialization and childhood education.
(e) Studies on impact of ICDS programmes on children
(f) Some other related studies.

2.1. (a) **Studies on child-rearing practices in the context of ICDS** :

Cultural factors exercise a strong influence on the care of expectant mothers and children. Usha Abrol and Monoroma Kaul conducted a study "Cultural factors in intervention programme - A study in the context of ICDS", in 1983-84. The objectives were to assess the impact of cultural factors on the child-rearing practices prescribed in ICDS package and to study the areas of conflict between child-rearing practices of ICDS package and that of local tribal people: and suitable modification in ICDS programme for the tribal areas. The study found that - cultural
factors exercised a strong influence on the care of expectant mother and children. AWW found it difficult to register expectant mothers because due to superstition and belief, women keep it secret. They believe that any illness or complication during pregnancy is due to unhappiness of Gods. Seventy percent expectant mothers did not go for pre-natal check up and only 34% were immunized against T.T. The study also found that expectant mothers were not given any special attention on diet. None of them ate at AWC but preferred to take it home to cook in their own style.

Another study was conducted on child-rearing as "Child-rearing practices in rural families at two-income level" by M. Phukan, F. Baruah, A. Bora. The study found that mothers had relatively modern views regarding child-rearing practices. They emphasized on the importance of weaning, toilet training at an early age and the role of parents in inculcating disciplinary habits among children. The study recommended orientation on the importance and methods of child-rearing practices for mothers to increase their knowledge. The study also emphasized on selecting personnel to work at the grass-root level for the benefit of any child-care programme.

A study conducted by NIPCCD, Lucknow, 1986, among the tribal groups of Bihar and Madhya Pradesh found that pregnant women are helped by their family members in rendering household duties. Delivery is attended by traditional birth attendants. Knife is the most commonly used instrument for cutting the umbilical cord of the new-born. The tribal people of Madhya
Pradesh bury the placenta inside the house where the child is born.

Kar (1988) studies the child-birth, initiation of breast-feeding, weaning, toilet training and socialization process among the tea labourers of Assam. It found that despite the fact that a close emotional tie exists between the mother and child, at the same time this tie is strained to a considerable extent due to mother's compulsions to go out to work. As a result, feelings of insecurity and helplessness in the child. Thus findings of several studies conducted on various groups revealed some data pertaining to rearing of children such as care of mother during preparturition period, weaning, health care, feeding practices for children etc. It shows that society has some set rules towards bearing and rearing children and members of the society adhere to these rules.

2.1. (b) Studies on child-care and education:

"Catch them young" is the proverb for inculcating traits in children as early childhood is the period of growth and development. The faculties of child's physical, mental, emotional and social development are all at their peak growing curve in the first 2-3 years of the child's life span. The period is more commonly known as the pre-school years, the most formative stage and therefore, also the most important span to inculcate traits for the child's balanced overall development. But only a few research studies have been conducted in relation to pre-school education and child-development in ICDS blocks. However, the studies related to the subject have indicated
improvement in the educational and developmental status of children in ICDS areas. Some studies related to the present study are given below.

A study by Hunshal (1979) showed that there is positive relationship between cognitive and social development of children. It also showed that social and cognitive development were related to some variables like educational and occupational level of the parents, size of the family, income of the family etc. With these, the study "A comparative study of cognitive and social development of Urban and Rural pre-school children" (1977-79) recommended that stress should be given on literacy programme for improving the socio-economic status of the rural people.

"A comparative study of Routine and modified Anganwadi programme under the Integrated child development services in a selected Block", conducted by Rashnika Gupta, S. P. Rahgir found that the children of the experimental group showed significant improvement and progress in their learning activities after receiving the modified pre-school programme, whereas those in the control group did not show any significant improvement.

Pre-school education also brings about an improvement in the areas of social, emotional and cognitive etc. But the evidence showed that malnutrition hampers cognitive development of the child. Murlidharan, Rajlakshmi, Baljit Kaur, NCERT (1981) in their study "A study of the relationship between physical development and language and cognitive
development of tribal pre-school children" observed that all that test scores in language and cognitive development of children were not significant for three years old children.

Early childhood education - An effort to enhance enrolment (1981). The study was conducted by Sundarlal. He observed that pre-school education resulted in higher enrolment as 70% children who had received pre-school education were enrolled in primary school. It also observed that the enrolment of male children coming form higher caste was slightly better than female children and those from lower castes. Again, majority of children, once in school were well adjusted as compared to other children.

"Attitude of pre-school teachers towards pre-education programme". (1984-85) was a study conducted by N. V. Seshama to know the difference of attitude of pre-school teachers towards play in three different kinds of pre-school and at the same time to find out the facilities available for play in these schools. Major findings of the study were - majority of the pre-school teachers felt the need of the play for the development of the child. Anganwadis, laboratory Nursery Schools and other Nursery Schools had to some extent facilities for play activities associated with learning of Alphabetic number.

Another study conducted by Phukan and Goswami (1988) on "child rearing practices of Assamese mothers of Jorhat Town of Upper Assam"
observed different methods used by mothers to discipline their pre-school age children. Large number of mother punished their children for wrong deeds. Almost all the mothers encouraged their children for achieving the best and they all guided children in their day to day life.

"Process and out-comes documentation study of the young child (0-6 years) of the urban disadvantaged in Patna", was conducted by K. P. Kapadia (1995-2002). The study found that token money of Rs. 25/- only being charged by AWWs from each children as they were not receiving their honorarium in time. The AWWs were found to be efficient but unhappy with their work conditions. The study also revealed that the community participation was reported to be missing in ICDS programme.

Another study conducted by E. V. Sujatha (1995-2005) which is known as "Process and out-come documentation of ECD in Urban Disadvantaged Areas", The objectives of the study were (i) Document and identify the strengths and weaknesses of different strategies which respond to ECD needs of children in urban disadvantaged areas and (ii) Critically analyse the various efforts, the extent to which goals have been achieved and the main attraction of ICDS was found to be its food supplementation. The inputs, process and the out-comes were found to be poor in urban ICDS, some of the problems which could be likely solved through community participation continued to affect the delivery and quality of services. Infrastructure problems were found to continually
affecting the motivational level of AWW's.

Institute of Development studies, Jaipur conducted a study (1995-2002) on "Strengthening Quality and Access to service in ICDS Programme - A Social Assessment". The study revealed that casual attitude towards children, large families, neglect of girl child, delayed start in supplementary food to infants and prolonged breast feeding were the major common factors associated with the malnutrition. It was also found that children attending AWCs were also undernourished and were suffering from various diseases. The AWCs were not found to be equipped enough to cater underthrees. Most of the AWCs were found to be lacking of teaching aids like charts, toys, black boards etc.

R. Khosla and M. Kaul, NIPCCD, New Delhi conducted a study as "Time Management by AWW" (1995-2002). The study revealed that the worker spends a little over half the time in delivering the daily services that include pre-school activities, distribution of supplementary nutrition. record and register and undertaking home visits. Observations indicated that children arrived closer to time of distributing supplementary nutrition. Pre-school activities were found to be organized only about 45 minutes prior to distribution of supplementary nutrition.

"Concurrent evaluation of Refresher Training of AWWs in Karnataka"- This study was undertaken by the NIPCCD. Regional Centre Bangalore to evaluate the effectiveness of district level training in terms of its contents.
coverage, methodology and usefulness of training to AWWs. The study found that syllabus for AWW training was found to be fairly good. Health related topics were well covered in the majority of the programme but topics which were found to be not adequately covered were new thrust in ICDS, community education and early detection of childhood disabilities.

2.1. (c) Studies on Games and play as a means of child education:

Play has its own importance in the life of a child. It enhances physical, mental, social, intellectual development of the child. A Child learns to explore, construct through play. So, all types of educational institutions for children prefer games and play as a means of education.

"Adoption of Traditional Games and play Equipments for the use at Anganwadi Centres. "This study was conducted by B. S. Anuradha. R. Nitya, N. R. Kalpana (1984-86). The study was undertaken mainly to identify the play materials and games for school children and effective methods by which these could be adopted and implemented to make learning meaningful and to prepare a manual to serve as guide for AWWs and instructors of AWTCS. It found that play has an important role in the life of a child.

Sushla Shrivasta, Sujatha Seth conducted the study "The influence of Integrated Child Development Scheme on representation of objects in symbolic play of children" (1984-85). It found that ICDS does not exercise much influence on the total number of actions performed by the children while manipulating the toys.
2.1. (d) Studies on early childhood education and socialization of children:

Socialization, education and training facilitates acquisition of socially desirable behaviour in children. In the study - "Common Behaviour Problem of children coming to Anganwadis" (1985), Abrol observed that behaviour problems arise in children generally because of conflicts and experience during early childhood. Again, Abrol found that on an average three children per AWC exhibited system of behaviour problems and it mostly found in the case of girls. To reduce the severity of these problems, education for children and timely treatment is necessary. The major problems identified among the children - speech, slow learning, mental retardation, shyness withdrawal, aggressiveness, hyperactivity, hearing problems, temper tantrums, bed-wetting, thumb-sucking, physical problems, visual and poor motor coordination etc.

"District Level Refresher Training of Anganwadi Worker in Karnataka: An evaluation" - The study was conducted by NIPPCD Regional Center, Bangalore (1995-2002). The study found that the content coverage was achieved to a large extent in all the programmes which were selected for the study. But it was felt that some additional topics like behavioural problems of children, preparation of low cost nutrition recipes and new activities in the area of PSE should also be included in the training programme.
2.1. (e) Studies on impact of ICDS programme on children:

Integrated Child Development Services (ICDS) is the most comprehensive programme of the Government of India for early childhood care and development. From the inception of the programme many research studies have been done to assess its impact on the beneficiaries. Some of them related to the present study are given below.

The study "The influence of Integrated Child-Development Service Programme on the problem solving ability" was conducted by Kantha Srivastava, Shushila Srivastava in 1983-85. The study found that ICDS had a definite impact on the problem solving ability of the children. It showed that the level of achievement of children in ICDS group was higher than non-ICDS group. The study also recommended to conduct study to compare the problem solving abilities of institutionalized and non-institutionalized and effect of level of intelligence of problem solving activity.

G. Singh (1995-2002) conducted a study known as "Long Term Effects of ICDS programme on Indian children. The objective of the study was to determine the long-term effects of ICDS programme on the children as regards their nutritional status, general knowledge awareness, personal hygiene, civil sense, and social performance of mother as regards their awareness about her own and child-health care. The study found that school going rate for beneficiaries was slightly higher than those of non-
beneficiaries. Further, school going rate for male children was found to be higher than those of female in both the groups. The school attendance rate for beneficiaries and non-beneficiaries were found to be 80 and 77 percent respectively. The major causes of non-attending schools at the time of survey were reported to be household work followed with agricultural work. Beneficiaries and non-beneficiaries were found to be participating almost equally in social activities. Academic performance for non-beneficiaries was found to be poor as compared to beneficiaries. Beneficiaries are also found to be more attentive in their classes. The behaviour pattern of children in respect of obedience and behaviour with fellow members and with elders and teachers indicate positive long-term effect of ICDS service.

In addition to the above mentioned studies, several studies attempted to assess the impact of ICDS on early childhood education. These are-

(i) "Impact of ICDS on Pre-schoolers of Urban Slums" by Patel. (1980)

(ii) "Impact of ICDS scheme on Health Status of Pre-school Children on a rural area Jamnagar (Gujrat)" by Modi and Anand (1981)

(iv) "Assessment of Impact of ICDS scheme on pre-school children. Udupi Project" by Chakladn (1984)
(v) "A study of Impact of ICDS scheme on school environment and dropout rate in Maharashtra" By Paranjlee (1985)
(vi) "In-depth study of the pre-school component of ICDS : Boroda City" by Veena. etal (1986)
(vii) Pre-school education in ICDS : An impact study by Khosla (1986)

All these above mentioned studies showed that pre-school component of ICDS has improved the enrolment and scholastic performance of children.

In addition to this The DWCD, Ministry of Human Resource Development of the Government of India, in 1992, entrusted NIPCCD with the task of undertaking an evaluation of ICDS at the National level covering 98 districts in 25 states and one Union territory. The study aimed at ascertaining the impact of the ICDS programme on children and women. The study "National Evaluation of ICDS, 1992" showed improvement in various services of ICDS. The nutritional status of children in ICDS areas was better than that of non-ICDS areas. With this, the findings clearly indicated the positive role played by early childcare and pre-school education in promoting enrolment in primary schools, a reduction in the dropout rate and greater retention.
NIPCCD Regional Centre, Guwahati, also conducted one study on "ICDS in Meghalaya: An Evaluation" (1995-2002) - The study revealed that enrolment of children for pre-school education was found to be satisfactory with a total enrolment rate about 80% of children where children of both the sexes were found to be equally registered for pre-school education, with this it recommended that there is urgent need for a suitable infrastructure especially of building for carrying out the Anganwadi activities, lack of an Anganwadi building with adequate space for storage, kitchen and pre-school activities was hampering the service delivery. It recommended that to improve attendance in pre-school education, efforts are required to be made to educate the parents on importance of pre-school education.

In addition to these, some studies given below are partially related to the present study and as such, a brief review of these studies would help the investigator to raise the present study to its perfection.

2.1. (f) Some other related studies:

In the study, "Pre-primary Education in India" Dr. Saxena (1959) attempted to survey the status of primary school and training institutions in India. It found that pre-basic method of pre-education was not yet popular in India due to various reasons. Towards the end of the 19th century, an exotic movement was made on pre-primary education. There is scope for improvement of training programme by raising the minimum qualifications.
of the trainees to high school pass, by extending the course of training to one year and enriching the curriculum etc. The private management efforts come into the field as early as in the 1920. Some of early institutions served to arouse awareness towards child welfare and child education. Pre-primary education was not especially advantageous in raising the educational attainment of children belonging to middle and upper socioeconomic group. It also helped in improving backward sections, at the same time helping the introduction of compulsory primary education among these sections.

"The study of the young children" has been written with the purpose of giving a perspective on the studies of the young child of India. The first volume is the part of global UNECEF study on the young child and the second volume is authored by U. N. Bhalla. This was an analysis and the case studies of Tamilnadu. Mr. Bhalla's study is concerned more with existing programmes of child-development, especially with the pre-school education in the country.

In 1963, Sri Sudhir Chandra Acharjee, submitted a thesis on the subject "Pre-primary and primary education in Tripura and Cachar - Development and problems". In the study the researcher attempted to evaluate the progress made in the field of pre-primary and primary education in Tripura with particular reference to the plan periods. The researcher tried to give a picture in respect of the average conditions of
primary education in different parts of Tripura and Cachar.

In 1981, Miss Swapna Neog submitted a dissertation on the subject "Pre-primary Education in Assam with special reference to Nowgaon town area since Independence". In her dissertation she tried to give a brief account of pre-primary education in Assam and also made an attempt to find out the crucial problems in pre-primary education.

In 1984-85, Miss Pranita Talukdar completed a study for M. A. in education on "A study on the pre-primary education in Assam with special reference to Guwahati areas since Independence" It was conducted with the aims of finding out what should be the nature and scope, contents, methods equipments and materials of pre-primary education. In the study it was found that pre-primary system of education in Assam especially in Guwahati area was poor both in quality and quantity. For the remedy of the educational wastage and stagnation the pre-primary education ought to be emphasized more and more. The development of pre-primary education in Assam was very slow. In Guwahati area, there were about 30 institutions under different agencies both private and government aided. The study showed that pre-primary schools of Assam, in Guwahati area not sufficient in number and sound in quality. There were various problems in the way of pre-primary education such as social, financial, administrative, dearth of trained teachers, dearth of equipments, lack of co-operation of parents, lack of consciousness of the parents etc.
Dr. Mrs. Bandana Bhuyan published an article on the topic "Early childhood education : A Challenge before Sarva Shiksha Abhijan, Assam in the magazine, "Sishu Kalyan" Vol XXXVIII, published on the 14th Nov.2004 by the Indian council for child-welfare, Assam State Branch. The article discussed the contribution of ECE towards the education of children in Assam. It is also mentioned about the role played by AWWs in early childhood care and education. After the closure of DPEP, SSA primarily decides to focus on "Ka - Shreni". As the proper implementation of Ka - Shreni has been suffering from lack of adequate number of teacher, lack of materials and most importantly lack of knowledge on the part of teachers about principles and concepts of ECE. The article revealed that during 2002-2004, 1684 teachers in 20 districts were imparted six day training on Ka-Shreni in their respective districts to understand the need and importance of Ka-Shreni in universalization of elementary education. Government decided to start Ka-Shreni in 1999 in all provincialized L. P. Schools for 4-5 years children, is equivalent to primary education. Anganwadi, grass root level (village) centres of ICDS, 3-5 year children (50%) are registered for ECE. All the AWWs who were selected for attachment in school, were imparted a six-day training, focusing on Ka-Shreni. In the year 2003, 1603 AWWs were trained by SSA on ECE. Similarly in 2004 around 1900 AWWs have received this training.

Thus the above mentioned study reveals that pre-primary education
system in Assam was poor both in quality and quantity. All these studies emphasized on pre-primary education for improvement of primary education as a remedy of the wastage and stagnation of primary education. The problems related to pre-primary education are social, financial and administrative. With these dearth of trained teachers, dearth of equipments, lack of cooperation of parents, are the problems related to pre-primary education.

In this way, the above mentioned studies have given some light on the subject "Role of ICDS programme in early-childhood care and education of tribal children.

2.2 Emerging points from the review:

A large number of studies have been conducted to evaluate and assess the impact of the ICDS programme on the beneficiaries. A large part of the available ICDS research is focused on health and nutrition component of the programme and most of the studies have been carried out by the consultants of Central Technical Committee (CTC).

A review of these research studies indicates that ICDS has a positive impact on beneficiaries and has the potential of enhancing the child survival rate, revealed definite improvement in major indicators of health and institution like - IMR, nutritional status, morbidity pattern, immunization coverage and utilization of health services.

ICDS has been helping in reaching children from the most vulnerable.
disadvantaged tribal society. It helps in all-round development of the children. A number of studies show that ECCE component of ICDS helps in improvement of enrolment and scholastic performance of tribal children and its impact in cognitive and language development is positive.

Various tribal groups have their own distinctive socio-religious living style with traditional characteristics behaviour patterns, modes and morals, folkways, festivals and legends etc. They are also rich in childcare practices. Various studies show that economic, cultural and social factors such as food habits, beliefs, social values, superstitions etc. play a major role in determining child rearing practices in tribal society. But all the child rearing practices prevalent in the Tribal society are not desirable. Moreover, prevailing superstitions, unscientific childcare practices, attitudes towards children do not help in child development. Bodo people with the help of education can transform their traditional unscientific beliefs and thoughts which can be started from early childhood and its related education. But the research conducted in the area of early-childhood care and education is not available and adequate. So, it requires study on different aspect of ECCE like, training of AWW, role of AWW in imparting pre-school education, enrolment of the children, retention, achievement and drop-out, teaching aids time management of AWW in AWC and special content for tribal children etc.

2.3. Scope and significance of the study:

The study "Role of ICDS programme in Early Childhood Care and
Education of Tribal Children - An Analytical Study" can play an important role in helping the programme implementers to understand the ECCE activities of existing AWCs in Bodoland Territorial Areas District. They also have an insight into the problems of existing AWCs in imparting ECCE activities in tribal areas. It is hoped that the investigation would help the policy makers and top-level executives of ICDS programme to take necessary measures to improve the quality of ECCE components which will be adequate for tribal children. ICDS, with its opportunities of early childhood development seeks to reduce wastage and dropout in primary education, social-economic and gender inequalities. Moreover, interventions designed for adolescent girls seeks to break the inter-generational cycle of mal nutrition of the children and women. Like other parts of the country, in North-Eastern region too a number of surveys and several post-graduate and doctoral dissertations have been attempted to study on various aspects of the programme and tried to assess the impact on beneficiaries. These are- "Role effectiveness of Anganwadi Workers". A study on development and problems of Tihu-Barama ICDS project in Nalbari district, "A study on Early-childhood education with special reference to Balwadi and Anganwadi Centres of greater Guwahati, Assam. "Role of Anganwadi Workers : A study of Matia ICDS project, impact of ICDS scheme with special reference to pre-school education in the Cachar district of Assam" etc. But, present endeavour is the first attempt in newly
created Bodoland Territorial Area District and hope it will help to assess the nature and impact, role of ICDS programme in early-childhood care and education of tribal children. Therefore, the review of literature related to the subject was collected and presented in preceding pages to develop a background for the present study.

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