Chapter II
Theoretical Framework
CHAPTER II

Theoretical Framework of the Study

2.1 Introduction

This chapter is mostly concerned with the basic concept, ideas, philosophy and the operation of these components as used in this research work. Attempts have been made to clarify various concepts involved in Integrated Child Development Services (ICDS). In this study the ICDS refers Integrated Child Development Services. Although the term Integrated Child Development Services, Scheme and Project have been synonymously used. The conditions and criteria for starting an Integrated Child Development Services (ICDS) project, their rules and regulations, norms and standard, the role and function of Child Development Project Officer, Supervisor, Anganwadi Worker/ Anganwadi Helper as laid down in the guidelines provided by the government from time to time have been presented in this chapter. The conceptual ideas are also clarified on the basis of the available literature and the theories of Pre-School Education. Thus, the present study has carried out on the basis of the clarification and operational procedure as explained in this theoretical framework.

The Integrated Child Development Service (ICDS) was launched in 1975, in pursuance of the National Policy for Children. The Integrated Child Development Services (ICDS) of India is the largest child nutrition and development programme in the world.
The Integrated Child Development Services (ICDS) is the world’s largest programme enhancing the health, nutrition and learning opportunities of infants, young children and their mothers. Targeted at the poorest and most deprived children, Integrated Child Development Service (ICDS) is soon to be universalised. To date, the Integrated Child Development Service (ICDS) programme has 4348 operational projects which include 758 tribal projects, 3313 rural projects and 277 urban projects. Currently Integrated Child Development Service (ICDS) reaches out to 26.85 million young children, 5.3 million pregnant and lactating mothers, 0.5 million adolescent girls through a network of 506842 Anganwadi Centers in 4348 operational Integrated Child Development Service (ICDS) projects.

2.2 Early Childhood Care and Pre-school Education

The Early Childhood Care and Education (ECCE) component of the Integrated Child Development Service (ICDS) may well be considered the backbone of the Integrated Child Development Service (ICDS) programme since all its services essentially covered by the Anganwadi Worker. This is also the most joyful play-way daily activity, visibly sustained for three hours a day. It brings and keeps young children at the Anganwadi centre - an activity that motivates parents and communities. ECCE, as envisaged in the Integrated Child Development Service (ICDS), focuses on the total development of the child, in the age range up to six years, from the underprivileged groups. It includes promotion of early stimulation of the under-threes through intervention with mothers/caregivers. Its programme for
the three to six year old child in the Anganwadi is directed towards providing and ensuring a natural, joyful and stimulating environment, with emphasis on necessary inputs for optimal growth and development. Child-centre play-way activities which build on local culture and practices, using local support materials developed by Anganwadi workers, through enrichment training, are promoted. The early childhood pre-school education programme, conducted through the medium of play, aims at providing a learning environment for the promotion of social, emotional, cognitive, physical and aesthetic development of the child. Through Integrated Child Development Service (ICDS), 10.2 million children (three to six years of age), from disadvantaged groups, are participating in centre-based pre-school play-way activities.

The Early Childhood Care and Education (ECCE) component of the Integrated Child Development Service (ICDS) is a significant input for providing a sound foundation for development. It also contributes to the universalization of primary education, by providing the child all necessary preparations for primary schooling and offering substitute care to the younger siblings, thus freeing the older ones – especially girls – to attend school.

For this, improved coordination between the Anganwadi centres and primary school, in terms of timings, location and supportive linkages between the Anganwadi workers and primary school teacher – are being promoted.

The Supreme Court in a historic judgement in November, 2001 made an order that the Integrated Child Development Service (ICDS) must be made universal to cover every Indian child under the age of six years.
Universalization of the Integrated Child Development Service (ICDS) means that every habitation should have a functional Anganwadi centre and apart from children under six, the services should cover all adolescent girls as well as pregnant women and nursing mothers. In October 2004 the Apex Court gave further directions on strengthening the Integrated Child Development Service (ICDS).

The present study focuses on planed within a rural setting, through a specific programme, "Integrated Child Development Services" (ICDS). Integrated Child Development Services (ICDS) is indeed a comprehensive programme which provides – (1) Non-formal Pre School Education, (2) Nutrition and Health Education, (3) Immunization, (4) Health Check-up, (5) Special Nutritional Programme, and (6) Referral services up to six years of age.

In a study conducted by Institute of Development Studies, Jaipur it was observed that in Integrated Child Development Services (ICDS) projects where Anganwadi Workers took keen interest in pre-school activities, whether they were run by the Government or NGOs, there was positive impact of pre-school activities on the cognitive development of children.

The need for an environment conducive to early learning during pre-school age has been recognised increasingly. Pre-school education (PSE) or early childhood education provides stimulating experiences to children which facilitate optimal cognitive development. It aims at developing competencies required for formal education, particularly in children from vulnerable sections.
of the population, in which first generation learners predominate. Pre-School Education is considered as a distinct strategy to reduce dropouts and increase retention in the school system. Accordingly, as early as in the sixties, pre-school centres called *balwadis* were started in the rural areas. These are either a part of Government welfare schemes or are run by voluntary organisations.

Integrated Child Development Services (ICDS) has non-formal pre-school education as an important component in its package. Pre-School Education is imparted to children in the age group 3 - 6 years at Anganwadi Workers through non-formal play-way methods of learning. With consistent expansion of Integrated Child Development Services (ICDS), considerably large numbers of disadvantaged children have benefited from the programme. Currently, 80.46 lakh children are receiving Pre-School Education under the programme.

The National Policy on Education (1986) placed high priority on early childhood care and education (ECCE). It was considered as a feeder and support programme for primary education. It suggested integration of early childhood care and education (ECCE) with other child development programmes, particularly Integrated Child Development Services (ICDS). Integrated Child Development Services (ICDS) thus, has become a major plank for providing pre-school education to the poor.

Pre-school education brings about an improvement in various inter-related dimensions of child development such as social, emotional and cognitive development (Adhish, 1985; Chaturvedi, 1985; Paranje, 1985). Children
attending Anganwadis have been found to be better than non-ICDS children in the development of motor skills, language skills and psycho-social behaviour (Anandalakshmy, 1986; Devadas, 1986; Mistry, 1986; Sood, 1986; Tarapore, 1986; Bilquees, 1987). It is also observed that children attending Anganwadis performed significantly better tasks of listening comprehension, object vocabulary, sequential thinking and time perception (Khosla, 1985; Sahni, 1984).

The role of pre-school education in improving scholastic performance has also been reflected in the study conducted by Sunder Lal (1981). It was observed that pre-school education results in higher primary school enrolment. Seventy per cent children who had received pre-school education were enrolled in primary schools. At school, a majority of these children were better adjusted as compared to other children. A series of studies on Pre School Education conducted as a part of NIPCCD's pilot project (1987), pointed out that mere exposure to Pre School Education is not enough to result in positive development of aspects discussed above. Unless an input is of good quality, children may not develop and demonstrate the competencies intended to be promoted through Pre School Education.

In the present study, Pre School Education component has been evaluated on the basis of coverage of children by Pre School Education, time allocated to pre-school activities, time spent children at Anganwadis, performance of children in Pre School Education activities, enrolment, retention and dropout trends.
2.3 Meaning and Scope of Pre School Education

Source: Hand Book for Anganwadi Workers, NIPCCD, New Delhi - 16

Pre-school as a prefix in terms such as preschool education, preschool child and preschool teacher refers to any age before compulsory age of entry to a primary school. Preschool education may broadly be defined as all the education that a child goes through or experiences from the time he is born to the time he begins formal school. The educational experiences the child thus receives many and emanate from three broad sources: the home, the community and the preschool institutions. Ideally all three are partners in pre school education.

The genesis of interest in young children has been mainly because of three factors:
1. It is slowly being appreciated that as far as learning and growth are concerned the period from birth to 6 years is of exceptional importance, that in fact no period later in life will offer the child the same opportunities again and if advantage is not taken of the possibilities of learning and development at this stage, it will be too late in the life of the child to make amends later.

2. As a result of industrialization and urbanization the traditional institution of extended joint families are getting replaced by small – nuclear units and the role of parents are also changing which necessitated the need for supportive institutional arrangements to shoulder the child rearing and development activities.

3. Preschool education is also being recognised as a valuable preparation for subsequent schooling, thereby reducing the incidence of drop outs and failures in primary school. This concept is of greater significance for children from economically and culturally disadvantaged families who unfortunately can not get the required stimulation and encouragement from their homes.

Over the years there has been an awakening of interest in providing young child with an environment which is sensitive to his physical, intellectual and emotional needs and stimulate him. The Government and voluntary bodies are making conscious efforts of exploring possibilities to create conducive environment in which the child can grow to the utmost level of his potential, yet the task is enormous and even difficult.
The main intention of preschool education is to provide variety of experiences to promote all round development of child's personality by compensating and extending the informal education that is provided by the child's family. In context of children from the deprived and disadvantaged families the goal of preschool education is to even compensate for what the family or community can not provide, so that all children can reach school age without serious intellectual or emotional handicaps.

The broad objectives of pre school education can thus be:

(a) to help a child develop a good physique, proper muscular coordination and motor skills

(ii) to help a child develop his mental capabilities: perception, initiative, curiosity, imagination and creativity

(iii) to help a child attain mastery of language necessary for self expression and communication with others.

(iv) to help a child develop attitudes of social responsibility and desirable relationships, to live with other children and to respect the rights of others.

(v) to channelise child's emotional energies to good behaviour and work

(vi) to help a child develop pre-reading pre-writing and pre-number concepts to facilitate the acquisition of reading, writing and arithmetic in primary school

(vii) to encourage the child to learn to work and play independently and to be able to accept help and guidance from adults to develop
good habits of health and hygiene.

The curriculum of preschool education encompasses whole range of activities to promote total development i.e., physical motor, language, cognitive, social and emotional development of children.

2.4 Methods of effective learning of the children

Anyone who has ever spent a little time with 3 - 5 years old children knows how strong their impulses to touch taste and smell everything they encounter. This behaviour illustrates a fundamental fact of early childhood learning. Young children learn best when they are actively involved when they can handle materials and try things out for themselves. Thus early learning must be based on actual sensory experiences i.e., opportunities to handle, experiment, manipulate etc.

Play is another indispensable avenue for learning anyone who has seen children at play knows the intensity and seriousness children bring into play. Play clear their concepts and give opportunities to children to explore, imagine, to translate experiences into reality or into something meaningful. Play is the natural and most effective means through which a young child can learn. Thus, play-way approach works wonderfully for preschool children.

Along with sensory experiences and pay-way approach, children also need warm, caring and sensitive teachers to help clarify their experiences and to relate new learning to their existing range of knowledge. This type of interaction is crucial, this should not be viewed as a one sided process in
which the adult poses questions which children have to answer. Research evidences suggest that the kind of dialogue or interaction which seem to help the child the most, is one in which the adult listens to the child’s questions and comments and help to clarify a young child’s ideas.

(i) The children’s ability to attend and participate is about 15 - 20 minutes, and keeping the time allowance for initiating and winding up the activities, each activity should be ideally planned for a duration of 30 minutes.

(ii) The daily plan of activity should have a harmonious blend of activities to promote development in all areas, namely, physical-motor language, cognitive, social and emotional.

(iii) The activities should not be so arranged in a sequence that they are expected to participate in vigorous activities one after other. these should be inter-spread with more quiet and sedentary activities like a vigorous outdoor game followed by a story telling session.

(iv) Each day children should be provided with opportunities for both indoor and outdoor activities.

(v) Children should get opportunities to be in groups through group activities like games, story, rhymes etc as well as opportunities to work independently through activities like drawing, painting, etc.

(vi) Above all these, programmes for pre school children need to be flexible to accommodate the likes and dislikes of children, their
Grouping the Children: Preschool caters to children between 3 - 5 or 3 - 6 years of age and these children have a lot in common with each other. However, considering the rapid rate of development during these years, it is advisable to group these children for instructional purposes into a younger group and an older group and provide graded activities to each group. For example, while the younger group is still learning to hold a pencil or color, older children would have acquired a certain degree of coordination and can be given strokes to practice or to trace the path in a maze, etc.

Group Size: Preschool children are too young to benefit from group instructions. They need individual attention from the teacher. Hence, preferably, group size should be within a reasonable size of about 20 or so. However, in cases where big group sizes cannot be avoided, the teacher would have to sensitively plan the activities so that all children are meaningfully occupied and provided individual attention to them. Arranging her might also be quite reasonable.

Pre-school Teacher: The success of the preschool program depends on a preschool teacher. More than the professional qualifications, the teacher of the young ones need to have special qualities like, she should be warm, sensitive, affectionate, and a balanced person. She should be able to relate to children and capable of getting down to the level of children to communicate and should be friendly with them.
Physical infrastructure, materials and equipment for the pre school education: The building, room, varandah, corners etc., chosen for preschool should be safe, free from physical injuries and hazards. It should be clean, hygienic, well lit and airy. There should be provision of a toilet and safe drinking water. If possible there should be provision for some outdoor space for children.

The furniture should be light and suitable accordingly to the age of children. The arrangement of materials and furniture in the pre-school should not interfere in their movement, exploitation and handling of materials. Toys and equipments meant for them should be placed at a height and place which is convenient for them, while other materials should be kept away from them preferably under lock and key. Play materials, teaching and learning aids need not be very fancy and expensive, but should be indigenized or prepared from locally available materials or through recycling the old materials to reduce cost. The play materials for children should be ideally inexpensive and sturdy so that the teacher is not worried about rough handling by children.

It is available to invest in materials which can be used in variety of ways such as chalks, crayons, papers, scissors, glue, pebbles, colour papers, old newspapers magazines, balls, blocks and many more.

2.5 Objectives of Pre-School Education

Aims and Objectives of Pre School Education and suggested activities in India according to Education Commission.
The Education Commission (1966) has suggested certain objectives for pre-school level in India. These objectives are stated below along with the suggested activities that can be arranged by the pre-school teachers for their attainment. For further details of these activities the readers may refer to the work of Muralidharan (1969), Wartin and Furfey (1978).

**Objective 1**: To develop in the child a good physique, adequate muscular coordination and basic motor skills.

**Objective Based Activities**: The pre-school teachers may provide suitable activities for children in the involving the development of motor behaviours such as climbing steps, jumping, sliding, swinging, balancing, pulling, pushing, rolling, building, hammering, kicking, sweeping, pouring water, blowing bubbles, positioning, walking straight and on wavy lines, building structures from models, buttoning and un-buttoning, tie-up and untie-up. Muscular coordination and manipulatory behaviours can be developed in the children by using scissors, paste, paints, clay; working with blocks, to build puzzles and playing with sand.

**Objective 2**: To develop in the child good health habits and to build up basic skills necessary for personal adjustment, such as dressing, toilet habits, eating, washing, cleaning, etc.

**Objective Based Activities**: The children in the nursery school may be encouraged to observe a dairy schedule of activities that might develop such physical behaviours as health and hygiene habits. The activities may include
washing hands, cleaning teeth, combing hair and cutting nails at regular intervals. The children may also do their own work such as zipping and unzipping trousers, lacing and unlacing shoes. This will enable them to attend and solve particular need of their own when it arises.

**Objective 3**: To develop social attitudes and manners, to encourage healthy group participation and making the child sensitive to the rights and privileges of being a member of a social group and to encourage him to cooperate share and take care of the property belonging to him as well as others.

**Objective Based Activities**: The children acquire these habits from their parents and teachers who encourage them to develop respect for elders and other persons. They are encouraged to develop trustful attitude to other children and adults. Group songs group games and projects may be organised.

**Objective 4**: To develop emotional maturity by guiding the child to express understand, accept and control his feelings and emotions.

**Objective Based Activities**: The child at this level of development is not developed emotionally. He may be encouraged to build confidence, tolerate frustration, overcome inhibitions and develop concentration. Self-control and restraint can be built by listening to stories with attention and sitting still. They may be taught to cope with fears, angry feelings and resolve guilt feelings. Let the children have some sort of fun, humour and thereby develop optimistic attitude.

**Objective 5**: To encourage aesthetic appreciation in the child.
Objective Based Activities: The children may observe natural phenomena such as plants, flowers, birds and animals. The children are made to sing, dance, make rhythmic movements, listen and clap to music.

Objective 6: To stimulate in the child the beginning of intellectual curiosity concerning his immediate environment (awareness of environment), to help him understand the world in which he lives and to foster new interests through opportunities to explore, investigate and experiment.

Objective Based Activities: Intellectual activities include expressing creatively and constructively, learning concepts and learning fundamentalists of reading, writing and arithmetic. Curiosity of the child can be satisfied by explaining to him the kinds of seasons and weathers that we have in country properties water collections of natural things such as plants, flowers, birds, insects and colours of rainbow, etc.

Objective 7: To encourage in the child independence and creativity by providing him with sufficient opportunities for self-expression.

Objective Based Activities: The various activities that can be organised for developing independence and confidence are playing the game called "Follow the Leader." In this game the leader asks the other children to act like this: "Raise your hands over your head like this. Do whatever I do. Can you raise your hands over your heads? Now clap your hands. Now take two big steps. Now let us bend over."

The various activities that can be organised for developing creative self-


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expression are: colouring using a flannel board to make a picture, arranging and pasting precut shapes, painting with a piece of sponge, colouring in crayons, marking with college and free cutting piece of waste paper with scissors.

Objective 8: To develop in the child the ability to express his thoughts and feelings in fluent, correct and clear speech.

Objective Based Activities: The various activities that can be organized by the teachers include loud reading in the class. The teachers may also encourage the children to narrate short stories they have read or told by the teachers or parents.

It will be better if the teachers prepare a list of general and specific objectives and learning outcomes and the related activities they wish Anganwadi Worker to organise for the young children. Though it will be a theoretical exercise for them, yet they will be able to have an idea of the type of behaviour that will result in as a result of the curricular and co-curricular activities that they organise in their schools.

Pre-school education at the Anganwadi should aim at the total development of the child – physical, psychological, moral and social, and the development of language and intelligence. The objectives of pre-school education are –

i) To develop in the child a good physical, proper muscular coordination and mental skills.

ii) To develop its creativity and imagination, initiative and curiosity.

iii) To develop attitudes of social responsibility and desirable relationship; to help the child to learn to live with other children and to respect the rights of others.
iv) To control the child's natural aggressiveness and destructiveness: to channelize spontaneous energies to good behaviour and work and to inculcate human values, like, concern for others, sharing, co-operation with others, patience, tolerance, fairness, truthfulness, integrity, modesty, courage and equanimity.

v) To help the child to grow intellectually and emotionally, acquire the ability for expression in its own language, recognize and name the objects in its environment, recall and compare events and objects, and from clear concepts of things and events around itself.

vi) To develop good habits of health and hygiene.

Thus, pre-school education plays an important role in the total development of the child's personality.

Hence, an Anganwadi worker has to play an important role in achieving the above objectives through different activities like –

a) Outdoor games and play,
b) Indoor activities and play,
c) Telling stories,
d) Singing songs with action,
e) Observing birds, animals, different plants and other natural phenomena in nature,
f) Drawing, painting and clay modeling,
g) Free consultation with parents and elders, etc.
While, doing all these activities, locally available low / no cost materials are to be used very useful and attractive toys and others materials can be prepared out of these low/no cost materials with the help of village artisans. If children are encouraged they can collect a lot of materials by themselves.

While doing different activities of an Anganwadi, the worker should always keep in mind the main psycho-social needs of the children like:

a) Need for love and security,

b) Need for new experiences,

c) Need for praise and recognition, and

d) Need for responsibility.

So, activities in Anganwadis have to be play oriented as the children like to play only. Play way method is the only method through which all the objectives of pre-school education have to be achieved. To follow formal method of teaching like, parroting, alphabets, numbers, keeping-silence, following strict discipline, etc. defeats the whole purpose of pre-school education while emphasizing the need to have a non-formal approach, the meaning is not that children are just left to their own and may do whatever they like. The emphasis should be on providing rich and diverse programme of play activities to the children so that they develop physically, mentally and socially.

2.6 Role in Pre-School Education

1) Organize Pre-School Activities

Anganwadi worker should organise various activities aimed at the development of different aspects of the personality of the child. Some of the
activities which could be organized in Anganwadis to fulfill all objectives of pre-school education are as under –

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Promoting physical growth and co-ordination of large and finer muscles of the child.</td>
<td>1. Outdoor play activities like running, climbing, catching, hopping, dancing, pulling, pushing, rhythmical exercises, etc. These activities promote the development of larger muscles of the child.</td>
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<tr>
<td>2. Promoting cognitive development of the child (cognitive development includes development of intelligence, scientific attitudes, perception, concept formation, creative thinking, etc.)</td>
<td>1. Development of cognitive ability could be promoted through activities like, taking the children for field visits and encouraging the spirit of observation in them. Concepts of texture, size, shape and colour, etc. can be again inculcate through paper cutting, colour matching, making different shape and size out of waste paper, etc. Concepts of time and season, etc. should also be introduced following different activities different time during the day and with the change of season, etc.</td>
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</tbody>
</table>
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2. Activities like, drawing, painting, music, etc. should be organized to develop creative faculties of mind in children, another activity for developing of creativity in children is to allowing them free expression through any activity of their liking. The children also should be encouraged to asked questions.

<table>
<thead>
<tr>
<th>3. Promoting language development</th>
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<tbody>
<tr>
<td>1. Story telling and nursery rhymes are very important activities for language development.</td>
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<tr>
<td>2. Anganwadi worker includes story telling, dramatics, interpreting posters, pictures, etc.</td>
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<tr>
<th>4. Emotional and social development</th>
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<tbody>
<tr>
<td>1. Activities like playing with dolls, puppetry, etc. enable the children to develop emotionally. Explaining various social relationships through the above activities help children to understand and strong them social relationships. Group feeling and sharing of each others eatables can also help children in forming social relationship. In fact all activities of Anganwadi worker should encourage socialization among children.</td>
</tr>
<tr>
<td>2. Creativity and imagination-An Anganwadi worker should</td>
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</tbody>
</table>
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<table>
<thead>
<tr>
<th>5. Learning, practicing basic principles of healthy living</th>
<th>encourage drawing, painting, clay work, music, singing, using simple musical instruments, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Children should be continuously made conscious by the AWW to keep their nails clean, brush their teeth regularly, combing hair and keeping their body clean by taking bath regularly, washing hands before eating the supplementary nutrition food, sitting down and eating properly, cleaning the plate after eating will help to develop good habits in the child.</td>
</tr>
<tr>
<td></td>
<td>2. Pre-reading, pre-writing, and pre-number activities will promote the intellectual development of the child and make him ready for school, pre-reading activities may include visual discrimination classification and naming. Pre-writing activities may include drawing, tracing and pattern making. Pre-number concepts could be taught to the child by giving one slate to each child two blocks or toys to each and so on.</td>
</tr>
</tbody>
</table>

#### 2) Use of Local Materials for Pre-School Activities

Government supplies the materials for pre-school activities to the Child Development Project office. Accordingly Child Development Officer
distributes these to Anganwadi workers for pre-school education beneficiaries in the age group of 3 – 6 years. The supply items are: building blocks, counting frames, paints brushes and coloured chalks, a dholak and 3 or 4 pairs of scissors for pre-school activities.

But, the Child Development Project officer instructs the Anganwadi worker to prepare using the local material, which has low cost or no cost. The Anganwadi workers prepare the no cost item, which helped the children to know something which may help the future development of the children.

Low cost or no-cost items are procured from –

1) Natural items like, water, sand, earth, clay, leaves, flowers, pebbles, shells, feathers of birds.

2) Waste material can collect from households like, empty tins, cartons, empty bottles, old news papers, and magazines, cardboards, empty match boxes, pieces of cloth, scraps of paper, fused bulbs, wire, rope, string, buttons, reels, etc.

3) Materials that can get from local artisans like, tailors (scraps of cloth of different colours), carpenters (wood shavings and pieces of wood of various sizes and shapes), potters (clay) etc.

From the above materials to make toys, blocks, puppets, masks and it other items which helped the children for their future development.

3) Keep Space for Pre-School Activities
Keep sufficient space for both indoor activities as well as for outdoor activities for playing the children. For indoor activities the children may use the space
in the centre of the room, a verandah or even a courtyard. The children can sit in small groups for different activities. Children should move from one group to another observing them, guiding them and encouraging them.

For indoor activities where all the children participate together, as in story telling, puppets or picture games, all of them can sit in the centre of the room.

For outdoor activities like, games, dancing, running, jumping, etc. So for this it is necessary for a large space. But in urban projects there may be problems. For outdoor activities take the children to the nearest part or maidan.

Children can also be taken for walk to the fields, markets, part, zoo or any other places of interest.

4) Sensitive to Children’s Needs

While organizing pre-school activities in the Centre, Anganwadi worker should always be sensitive to the psycho-social needs of the children. In brief, the child has the following four psycho-social needs – a) The need for love and security, b) the need for new experiences, c) the need for praise and recognition, d) the need for responsibility.

These needs should be basically made in the home environment. But Anganwadi worker supplement them in the Anganwadi. The second need, viz., the need for new experiences, may be provided by organizing the various activities mentioned above. Praise and recognition can be expressed by the
Anganwadi worker by showing pleasure at the success of a child or a group of children, when they do well in any activity. Anganwadi worker give responsibility to children by giving them lead roles in group songs, physical exercises, dramas, etc.

In a nutshell, Anganwadi worker should develop in the child a feeling of confidence, trust and security. Worker should help children whenever the need arises. Also give them a chance to play and act independently. But, always be alert and keep a watch to ensure their safety and guide them at the right time. There should be the right balance between freedom and guidance.

5) Pre-School Education Time

It is often found that the children in an Anganwadi keep playing on their own while the Anganwadi worker is busy making entries in the forms or growth charts. This is not right. Anganwadi worker should spend the time earmarked for pre-school education only with the children. Anganwadi worker should tell them stories, play games with them or just keep a watch over them. But do not take up any other activity such as filling up forms or growth charts, cooking the food, etc. during the time meant for pre-school education.

6) Display Items

Anganwadi worker should display charts, posters, puppets, masks, dolls, and toys in their Anganwadi centres. Display makes the Anganwadi centre a cheerful place, it is also an aid to communicating various messages to children. The items that are made by the children, like, painting, paste work, dolls, toys, etc. should also be displayed.
In many Anganwadis it is seen that building blocks, paints, and paint brushes and even coloured chalks and toys are only displayed in the Anganwadi and are not given to the children to use this materials.

7) Involvement of the Local Community

Anganwadi worker should involve the local community in general and parents of the children in particular in pre-school activities. The local community can help by providing some resources, for instance, proper accommodation for the Anganwadi, a play ground for the children, play materials, etc. But it is even more important to make parents and the other members of the community aware of the psycho-social needs of children and of the effect of their behaviour on their children.

Anganwadi Worker should advise parents to do the following –

a) Give loving care to their children, it is essential for their body as well as mind.

b) Give time to their children, they should play with them and read or tell them stories.

c) Praise them for their efforts and recognize their achievements.

d) Give them responsibilities in the home.

e) Never threaten that they would stop loving them or give them away.

The child should grow-up in an atmosphere of care, security and trust.

2.7 Different Models of Pre-school Education

In our country, pre-primary institutions or pre-school which are meant for children of the age group $2^{1/2}$ to 6 years are known by a variety of names.
such as Kindergardens, Montessori Schools, Nursery Schools, Bal Mandirs, Bal Grihas, Balwadis and Anganwadis in cities, towns and rural areas. Generally pre-schools pre-primary schools located in rural areas are called as Balwadis and Anganwadis.

Pre-school is a place wherein a safe, secure and congenial environment rich with varied toys and equipment, children of the age group of $2\frac{1}{2}$ to 6 years in the companionship of their peer groups strive to achieve their optimum growth and development. Pre-school is not a place to teach and learn lessons, but one where children grow and develop their capabilities and learn how to adjust with other children and with others in society. It is essentially a mechanism for early socialization. What little enrichment can be given to the children can be done only through pre-schools.

India has a fairly rich tradition in pre-school education. Groups of workers have been working in the field in the different parts of the country almost from beginning of the present century. From time to time we have been exposed to the thoughts and practices of educationist. This paper gives a bird’s eye view of these models of pre-schools which are now in operation in the country.

### 2.8 Administrative and Organisational Set up

- ICDS has well planned administrative and organizational set up.

- The Administrative Unit for the location of an Integrated Child Development Services (ICDS) Project is a Community Development Block in the rural areas, a Tribal Development Block in the tribal areas.
and a group of slums in urban areas.

- In the selection of the location of a Project, consideration is given to the areas inhabited predominantly by Scheduled Castes or Tribes especially Backward Tribes or nutritionally dependence areas or areas poor in reach of social services.

Administrative Organization
2.9 Child Development Project Officer (CDPO)

The Child Development Project Officer (CDPO) is the overall in-charge of the Integrated Child Development Services (ICDS) Project. As leader of the team at the project level, the Child Development Project Officer (CDPO) is responsible for implementation of the Integrated Child Development Services (ICDS) Scheme in the Project area. Besides taking care of the day to day administration of the project, he is required to provide full assistance and call periodical meetings of the staff. It is the responsibility of the Child Development Project Officer (CDPO) to make arrangements for the procurement, transportation, storage and distribution of supplies and equipment to the Anganwadi. He is responsible for administration of the work which involves providing proper infrastructure, to carry out the work at different levels. The administration in rural setting necessitates involvement of different nature. Certain administrative postings lack authority and power of the type which lure people to administration.

The Child Development Project Officer (CDPO) should also spend more of his time on field visits. Through these visits the Child Development Project Officer (CDPO) can gain first hand information about the implementation of the programme and the delivery of services in the project area. The Child Development Project Officer (CDPO) can also meet Anganwadi Workers in their own Project sites and learn about the special features of the area, community, and the programme. The Child Development Project Officer (CDPO) can make direct contact with the community, local leaders, voluntary
organizations, and establish rapport with them. The Child Development Project Officer (CDPO) can learn what difficulties and problems are being encountered in the implementation of the programme. During field visits the Child Development Project Officer (CDPO) can judge which programmes are making an impact on the health and nutritional status of children, what the response of the community is, and whether goals and objectives of the Programme are being achieved.

It is important that the Child Development Project Officer (CDPO) meet the local people, community leaders, members of the Mahila Mandal (if there is no Mahila Mandal, the Child Development Project Officer (CDPO) should take steps to constitute one) and other voluntary organizations in the area and involve them in the Integrated Child Development Services (ICDS).

The Child Development Project Officer (CDPO) should also visit the families of "at risk" mothers and children, particularly severely malnourished children, and advise mothers on health and nutrition. The Child Development Project Officer (CDPO) should also observe the Anganwadi Workers in action, learn their weak points, and guide them in improving their performance.

The Child Development Project Officer (CDPO) should also visit Anganwadis jointly with the Medical Officer to iron out any problems arising from the lack of coordination between the two Departments.

The Child Development Project Officer (CDPO) should maintain a diary in which information relating to all the villages / wards / Anganwadis is entered.
Subjects on which this information should be kept are listed on the following pages. This list is illustrative and not exhaustive. Child Development Project Officers (CDPO) may add other items to the list.

The Child Development Project Officer (CDPO) should also write a brief summary of daily activities (e.g. names of the villages/areas visited; names of severely malnourished children or “at risk” mothers visited; sectoral meetings with Anganwadi Workers and ANMs; meetings with mothers; Mahila Mandals and Panchayat meetings and others). The Child Development Project Officer (CDPO) should make a note of any problems observed and guidance given to the Anganwadi Workers/Mukhya Sevika. This will enable the Child Development Project Officer (CDPO) to take follow-up action during the next visit to the Anganwadi.

The Child Development Project Officer (CDPO) should also summarize the day at headquarters, (noting meetings with Mukhya Sevikas, Anganwadi Workers) and visits to the Medical Officer and other officials.

Therefore, the multifarious role of a Child Development Project Officer (CDPO) expects that he should:

(i) have control of information and visibility of the task
(ii) be clear about his own role and responsibilities
(iii) be certain that he has a sound and, therefore, an appealing purpose before he tries to win his juniors,
(iv) prepare a number of guidelines for accomplishing the task
(v) give general briefing of the project to all the functionaries and community leaders
(vi) tell every individual his role for the assignment
(vii) explain the kind of work to be done
(viii) clearly delineate the responsibilities of the team members
(ix) specify the individual’s job
(x) clearly communicate, demonstrate or discuss upon the job and the skills and behaviour needed to get the job done, as each member may approach the job differently or incorrectly depending upon their individual strengths and weakness
(xi) determine the priorities to achieve the goals
(xii) establish a positive educational and objective climate instead of having “do this”, “do that” attitude, offer opportunities for subordinates to give suggestions
(xiii) encourage individual’s to take greater responsibility
(xiv) increase the contact between the project functionaries of the different departments to work in an integrated manner
(xv) delegate sufficient authority to get the job done
(xvi) invite shared decision making and allow appropriate involvement of all members
(xvii) provide timely guidance
(xviii) be in touch with latest developments in the field of Integrated Child Development Service (ICDS) and educate his team member accordingly
(xix) offer opportunities to let the subordinates grow

(xx) evaluate individual's performance fairly and examine the influence of work environment, the members skills or the nature of that task itself and take action to improve their performance either by training or by developing approaches suited to work situation

(xxi) give credit where credit is due and remove/reassign wherever necessary.

(xxii) consider members as individuals

(xxiii) develop a help oriented nature in them

(xxiv) show interest in each individual's work, and take personal interest to hear their problems and assist them in the time of crisis.

2.10 Supervisors in ICDS

The most important requirement of the Anganwadi Worker is that she has to be a local person, her educational qualifications not-withstanding. Though preference is given to the females having experience of school education but in the event of the non-availability of such a person, appointment can be given even to a person who is just literate. With a rural background, low income group, and virtually no education, the Anganwadi Worker is in constant need for guidance and close supervision for ensuring that the objectives of the programme are being achieved. Therefore, regular supervisory is provided by the Mukhya Sevika who guides the Anganwadi Workers in planning the activities at the Anganwadi Centres. The Mukhya Sevika periodically reviews the progress of delivery of services, discusses the problems encountered by
the Anganwadi Worker, and helps her to solve the problems. The *Mukhya Sevika* helps the Anganwadi Worker in organising home visits, developing family contacts, and conducting village meetings for nutrition and health education. The *Mukhya Sevika* serves as a bridge between the Child Development Project Officers and the health staff. Being an educated person, *the Mukhya Sevika* has been given the responsibility of maintaining close linkage with *Mahila Mandai* and school teachers also helps the Anganwadi Worker in maintaining close liaison with these people. At the present educational level of the Anganwadi Workers, the *Mukhya Sevikas* are rendering useful services in helping the Anganwadi Workers in conducting surveys, preparing lists of beneficiaries, preparing growth charts, identify malnourished children, and teaching mothers about better child care. Her co-ordinating role ensures effective interaction between different developmental functionaries at the local level. Synthesis, co-ordination, and maintenance of proper rapport thus become important for her.

1. A supervisor will provide continuous on-the-job guidance to Anganwadi Workers to bridge the gap between training and job requirements.

2. She will visit each Anganwadi at least once a month with LHV for a joint visit to one Anganwadi once a week, and make at least one overnight halt every week in a project site if located at a distance of more than 5 kms from her Circle Headquarters.

3. During her visit to the Anganwadi, she will perform the following tasks:
a) Guide Anganwadi Workers in conducting household surveys, updating the survey data on a quarterly basis and preparing accurate lists of families and eligible beneficiaries;

b) Check the enlisting of beneficiaries from low economic strata and severely malnourished children, particularly children below 3 years of age;

c) Guide Anganwadi Workers in the assessment of correct ages of children, correct weighing of children and plotting their weights on the growth charts, especially in respect of severely malnourished;

d) Help the Anganwadi Workers in identifying "at risk" children and mothers and referring them to a primary health centre or hospital;

e) Check the weights, by actual weighing of severely malnourished children and guide the Anganwadi Workers in their rehabilitation;

f) Guide the Anganwadi Workers in conducting pre-school activities by demonstrating techniques of story telling, organizing plays, identification of shades and colours, etc.;

g) Demonstrate to Anganwadi Workers the effective methods of providing health and nutrition education to mothers and help them to do the same;
h) Guide Anganwadi Workers in prevention and early detection of early childhood disabilities;

i) Visit homes of severely malnourished children and "at risk" mothers and guide Anganwadi Workers and mothers about proper care in such cases;

j) Check the entries of births and deaths in the Survey Register and the entries in the Immunization Register;

k) Check the records of Anganwadi Workers and guide them in proper maintenance of records;

l) Arrange for help in the case of those Anganwadi Workers who are not educated enough to complete the registers and maintain records;

m) Check arrangements for storage, preparation, and distribution of food and stocks of supplies, such as supplementary food, medicines, materials for pre-school education, registers, records, and others, and report shortages to the Child Development Project Officers (CDPO);

n) Help Anganwadi Workers to organize and strengthen Mahila Mandals which could support various activities of the Anganwadis;

o) Keep in touch with village leaders and local institutions such
as Mahila Mandals, Panchayats, Primary schools, and youth clubs and involve them in the Integrated Child Development Services (ICDS);

p) Ascertain, discover the personal and work-related problems of Anganwadi Workers, provide guidance to them to cope with these problems, and report gaps to the Child Development Project Officer (CDPO);

q) Ascertain the number of visits by the ANM to the Anganwadi during the period between the supervisor's previous and current visits, and determine whether the ANMs visits were properly utilized to conduct check-ups, immunizations, and health education, as well as to make joint visits to the homes of those children and mothers who were too sick to come to the Anganwadi;

r) Check whether the weekly time-table of activities at the Anganwadi is being properly implemented; and

s) Ascertain the number of non-vaccinated/incompletely immunized children and of pregnant women and report it to the Child Development Project Officer (CDPO).

The Supervisor will organize monthly meetings of the Anganwadi Workers of her circle and the concerned LHVs and ANMs. At this meeting the previous month's activities should be reviewed and those for the coming month should
be planned. Weekly time-tables of the activities should be prepared. At each monthly meeting, continuing education should be given to the Anganwadi Workers on specific duties (e.g. growth monitoring and diarrhoea management) and in problem solving.

2.11 Pre – School Education training of the Supervisor

The Integrated Child Development Scheme lays great emphasis on the proper training of functionaries at all levels of the Programme. An Integrated Child Development Service (ICDS) training committee if set-up in the Department of Women’s Welfare to review and guide the training programme.

The National Institute of Public Cooperation and Child Development (NIPCCD), Indian Council for Child Welfare (ICCW) and other selected training institutions, Medical Colleges, and voluntary organization are actively involved in the training programme.

Detailed programmes for the training of the various functionaries in the programme (Child Development Project Officers, Mukhya Sevikas, Anganwadi workers, Medical Officers and Para-Medical workers) have been designed.

Training of Child Development Project Officers (CDPO) is conducted by National Institution of Public Cooperation and Child Development (NIPCCD). Training of Mukhya Sevikas is organized by National Institution of Public Cooperation and Child Development (NIPCCD) at selected Middle Level Training Centres (MLTCs), which are supervised by National Institution of
Public Cooperation and Child Development (NIPCCD). Responsibility for the training of Anganwadi Workers is entrusted to voluntary organizations, such as the ICCW and its state branches, Bhartiya Gramin Mahila Sangh, Schools of Social Work, Home Science Colleges and Institutions run by the state governments.

Because of the crucial importance of training for the successful implementation of the Integrated Child Development Service (ICDS) Programme, there is great need for the monitoring of training. The status of training of various functionaries is an important part of the work reporting in Integrated Child Development Service (ICDS). The Monthly Progress Report prepared by the Child Development Project Officer (CDPO) and sent to the Government of India and the State Government includes information on training of Child Development Project Officers (CDPO), ACDPOs, Mukhya Sevikas and Anganwadi Workers. In the Annual Report the Child Development Project Officer (CDPO) sends information on the status of orientation of Medical Officers and other health staff in the Project area.

There are seven categories of trained workers besides higher administrative staff, local leaders and others associated with the care of pre-school children. These includes: 1) Bal Sevikas/Pre-Primary Teachers, 2) Helpers, 3) Part-time Workers, 4) Social Workers, 5) Supervisors, 6) Local Women Workers, 7) Primary Teachers

(a) Short-term: Short In-service courses may be organized to orient the teachers to concepts and methods of pre-primary education. The
content of the course should include methods and materials of pre-
school education, value of play, child development and characteristics
of growth, and the use of equipment to stimulate development.

(b) Medium-term: Similar short orientation course should be organised to
cover at least fifty percent of all teachers handling Class I in primary
schools. The short and medium-term courses should be organised by
teacher training institutions and State Institutes of Education.

(c) Long-term: Orientation of all primary teachers in pre-primary education
should be organised in future by suitable alterations in the primary
teacher training curriculum. At the same time, Balsevikas/pre-primary
teachers should be orientated and employed in early primary classes.
Therefore, there should be a regular scheme for the integration of pre-
primary and primary training and inter-changeability in service.

The value of Pre-school education has now been very well recognized and
accepted. Pre-school education helps in promoting physical, social,
emotional and cognitive aspects of development. Although not very scientific
data is available, yet there is enough evidence to prove that pre-school
education definitely contributes to enhancement of enrolment and reduction of
school dropout at the primary level.

2.12 Anganwadi Worker in ICDS

Anganwadi, as a term, denotes a place for women and children from
specific category, where services related to nutrition, health, and education

are provided. The developmental tools, initially, were perceived in terms of economic inputs, while social inputs were neglected.

Early experience in developmental tasks has clearly revealed that focus on economic activities does not lead to holistic and integrated development of either the individual or the community. Long term meaningful planning, which takes into account the human-social aspects of man, ought to focus on social inputs. These inputs are related to the quality of life, which ought to be the focal point in the developmental process.

Role performance and motivation are two important aspects of the developmental tasks.

### 2.13 Norms for Setting up an Anganwadi

The Anganwadi is the focal points for the delivery of services to children and mothers, in the villages and in wards comprising slum areas, or the areas where mostly poor people live.

Soon after the Integrated Child Development Service (ICDS) is started, and the village/ward selected for opening an Anganwadi, selection of the Anganwadi Worker is made. Being a local person, she plays an important role in identifying the place where the Anganwadi could be opened. It is expected that local people will make the accommodation available free of cost but, in the event of non availability of such accommodation, rent can also be negotiated. While selecting a building for an Anganwadi, the points to be considered are that there is space for a kitchen and a small store, and some
place for entertaining activities for the children. It has to be functional, located within the area of easy accessibility and approach, and ought to have proper surroundings. It should also have a separate bathroom and a sanitary latrine.

One Anganwadi, normally, covers a population of 1,000 in rural/urban areas, and 700 in tribal areas. However, in case of smaller villages, an Anganwadi can be set up for a village having a population of only 300. Alternatively, smaller villages/hamlets, wherever feasible, can be grouped under one Anganwadi. Thus, the actual number of Anganwadis in any project depends on the total population, number of villages in the project areas, and the topography.

2.14 The Functionaries

(A) The Anganwadi Worker

The recruitment of local functionary at the grass root level is important in as much as the person has to know the socio-cultural milieu and the familiar background of the potential beneficiaries. She has to adjust with the people in accordance with their familial background. However, the selection of this functionary has to be done carefully, as in a multi-caste village, her acceptability at all levels of the caste structure is important, more so with the lower castes. Local recruitment, if done erroneously, can be accepted as an agent of change, has a model personality and reputation, which would encourage others to seek her help.

The Anganwadi is run by an Anganwadi Worker, a woman selected from within the local community. Selection of the Project Manager/Anganwaadi
Worker is made by a Committee at the Project level. She is an honorary worker and is paid a monthly honorarium.

The first task of the Anganwadi Worker is to elicit relevant information from the community so that target group is easily identified. She is assisted in this task by other officials.

(i) **Task of Community Survey**: The Anganwadi Worker is required to make a survey of the community and prepare a list of eligible persons and families which could be given benefit under this scheme, i.e., survey is to be conducted to find out the number of children who are below six years of age, pregnant women and nourishing mothers; to identify those who are, from the point to bring them the number of families, family members, and to bring them to the notice of the health staff. Other data to be collected is about the number of families, family income; vital statistics, particularly about new births and deaths. Weights of children below six years of age are taken and recorded every month. This information is updated at least once in three months.

(ii) **Task of Family Planning and Education**: The Anganwadi Worker is expected to organise National Family Planning activities for women, and educational activities for children between three and six years of age.

(iii) **Task of Providing Nutritional Inputs to the Target Groups**: Provide supplementary nutrition to children between six months and six years of age, and to lactating mothers.
(iv) **Task of Providing Nutritional and Health Education to Mothers:**
Give nutrition and health education to the mothers.

(v) **Home Visit:** Make home visits for the purpose of educating persons, particularly in case of children at risk, to enable the mother of the child to play an effective role in the growth and development of such a child.

(vi) **Involving the Community:** To be in close contact with the people in the community, and elicit their support and participation in running the programme effectively.

(vii) **Task of Providing Support to Other Functionaries:** Help the P.H.C. staff in the implementation of health packages of the ICDS project, i.e., immunisation, health check-up, referral services, and health education. Also give first aid and simple remedies for common ailments.

(viii) **Task of Maintenance of Records:** Maintain prescribed registers and records.

(ix) **Task of Reporting to Higher Officials:** Report to the CDPO, or Supervisor, any development which requires full attention.

(x) **Task of Liaison:** Maintain liaison with institutions like the Panchayats, the *Mahila Mandals*, the School Teachers and the *Dai*, etc., and seek their co-operation in running the programme successfully.

(B) **The Helper**

The helper provides manual assistance to the Anganwadi Worker in
cleaning etc., so that the premise is neat and congenial for undertaking the necessary activities. The Helper is also a part time, honorary, female worker who is paid an honorarium on a monthly basis. Her activities include the following.

(i) **Task of Cooking and Serving:** To cook and serve food to the beneficiaries, i.e., children and women.

(ii) **Cleanliness of Children:** Ensure cleanliness of small children.

(iii) **Task of Cleaning and Fetching Water:** Keep the Anganwadi premises clean and fetch drinking water every day.

(iv) **Task of Collecting Children:** Collect small children from their homes and bring them to Anganwadi and escort them back. She is required to be physically alert and dynamic.

### 2.15 How to Run an Anganwadi

Anganwadi is a place where it deals with tiny tots ranging from age 3 to 6 year. This period of early childhood is the most impressionable period in the whole span of development. Every experience that the child has at this time is of significance to him, because, development is continuous and he builds his future on the present experience that he is having. The ultimate aim of pre-school is to develop a whole some personality in the child. Therefore, an Anganwadi Worker (AWW) should bear in mind that she should deal with the children delicately without leaving a scar on their personality. The children will enjoy schooling only if (i) the atmosphere is congenial, (ii) the activities are interesting and (iii) the teacher is lovable.
2.16 Objectives of Anganwadi

The Anganwadi aims at the all round development of the child-physical, social, emotional and intellectual. This broad objectives may be spelled out as follows:

(1) To develop a good physique, adequate muscular coordination and basic motor skills in the child.

(2) To develop good health habits and to build up basic skills necessary for personal adjustment, such as dressing themselves, toilet habit, eating etc.

(3) To develop desirable social attitudes and manners to encourage healthy group participation by making the child sensitive to the rights and privileges of being a member of a social group and to encourage him to cooperate, share and take care of the property belonging to him as well as others.

(4) To develop emotional maturity by guiding the child to express understand, accept and control his feelings and emotions.

(5) To encourage aesthetic appreciation in the child.

(6) To stimulate in the child intellectual curiosity concerning his immediate environment, to help him understand the world in which he lives and to foster new interests through opportunities to explore, investigate and experiment.

(7) To encourage in child independence and creativity by providing him with sufficient opportunities for self expression.

(8) To develop in the child the ability to express his thoughts and
feelings in fluent, correct and clear speech.

(9) To prepare the child for formal schooling and thus reducing the school dropout.

The approach of the Anganwadi is development oriented. It aims to foster a harmonious development of the child his physical well-being, the social and cognitive development. When the child first comes to Anganwadi he does not have adequate muscular coordination, cannot share or cooperate with a group and not able to control his emotions. The Anganwadi should give him sufficient opportunity to learn the skills before he joins the formal schooling system. Anganwadi should encourage him to observe the environment, to explore, investigate and experiment and solve problems all of which facilitate the cognitive development of the child.

2.17 Functional Pre-Requisites for an Anganwadi

Often people tend to judge the working of an Anganwadi in relative terms of good or bad by the physical appearance of the place. Although physical appearance does count in the matter yet for conducting all the activities mentioned in earlier section effectively. The following salient points in view can assist the Anganwadi Worker to ensure that these points are not lost sight of.

A. Location

While selecting the Anganwadi it should be ensured that the Anganwadi is located:

1. In open space
2. A way from the, congested areas
3. Easily accessible to all children
4. Away from traffic areas
5. Should not have ponds or rivers or other dangerous places nearby
6. Should be near the localities of weaker sections of the society

B. Building

Building plays an important part in the successful functioning of an Anganwadi. Building is also necessary for integration of ICDS programme contents on a continuous and long term basis. Therefore, in selecting a suitable building keeping in view following points should be kept in view:

1. The building should be selected keeping in view the general structure of the houses in the area. It should not be very much different from the types of houses in which the children of that area live. Preferably it should be more or less of the same type with cemented/cow dung/mud plastered so that it could be kept cleaned.
2. It should be well ventilated.
3. Provision of space for each child should be minimum 15 sq. feet.
4. Arrangements of safe drinking water supply should be made.
5. As far as possible a toilet should be provided with A W building as this would help the children develop sense of hygiene.
6. Place of cooking should be separate from the room where the children are seated.
7. Proper space should be identified in a corner of the Anganwadi room where equipments and other things could be stored.
8. Anganwadi room should be decorated with charts of animals, vegetables, fruits and the alike things.

9. If possible building should have sufficient open space for outdoor activities of the children.

Efforts should be made to use existing buildings of Panchayats in rural areas and community halls in urban areas. However there is also a provision of hiring accommodation on rent in the scheme but as far as possible building for Anganwadi should be had from Panchayats or Community.

C. Equipments

There should be at least minimum amount of equipment in each Anganwadi for conducting non-formal pre-school education and supplementary nutrition activities. These are as under:

1. Items for general use
   
   (a) Small mats or durries
   
   (b) One closed shelf for storing equipment
   
   (c) One or two wooden racks
   
   (d) Low wooden chair and table for Anganwadi workers
   
   (e) First Aid Box with supplies of basic drugs for common ailments
   
   (f) One locally made mud vessel (with a tap and lid) for keeping drinking water
   
   (g) A National Flag
   
   (h) Files, registers, records and health cards.
II. Indoor Play Equipments
(a) Wooden building blocks of different sizes
(b) Counting frames
(c) Paints, brushes and coloured chalk sticks
(d) One Dholak (beating drum)
(e) Three scissors.

III. Bathroom Equipments
(a) Two buckets or vessels for storing water
(b) Two mugs
(c) Two soap containers
(d) Four towels
(e) Disinfectant fluid
(f) Brooms, brushes and other cleaning materials.

Enough provision has been made in the Integrated Child Development Service (ICDS) budget for purchase of above material. However efforts are to be made to motivate Anganwadi worker to prepare more materials for educational activities of the children from waste materials or locally available cheap materials. Community participation must be sought to procure materials for pre-school activities. Some of the suggested materials which could be-prepared by Anganwadi Worker from waste materials or procured with the help of community could be as under:

I. Indoor Play Equipments
1. Puppets
2. Dolls House
3. Flash cards for story telling
4. Models of animal, fruits, vegetables etc. from card board
5. Blocks from card board
6. Charts
7. Stuffed Dolls
8. Drums made out of waste tin boxes
9. Rattles from soda water lids etc.
10. Colour, number and alphabets matching cards from card board.

II. Outdoor Equipments

1. Simple swings from locally available ropes, cycle tyres etc.
2. Sand Kit

2.18 The Programme of the Anganwadi Centre

The success of an Anganwadi depends on the kind of programme that the Anganwadi Worker organises for children in the centre. If the activities are interesting the children will be eager to come to the centre. So, the programme of an Anganwadi should be drawn up on the basis of the following principles:

1. The programme should take into account the developmental level of the child. Only such learning experiences should be introduced for which the child is ready. Otherwise the child will loose interest.
2. The programme should be flexible to serve the needs and interest of the children.
3. The programme is to be balanced between individual and group
activities. The younger child is able to work in a group only for a short period of time.

4. The programme should maintain a balance between free and guided activities.

5. The programme should be functional and meaningful.

6. The programme should alternate between active and quiet play.

7. The programme should be so drawn that it satisfies the needs of the individual child as well as the group needs.

8. The programme has to be revolved around concrete first hand experiences.

### 2.19 Teaching – Learning Materials

To organize Anganwadi Centre the following learning materials are to be made available –

I. For General use:
   i. Small mats or durries
   ii. One cupboard (for storage of equipment) with 1 or 2 racks
   iii. Low wooden chowki with a low table
   iv. First aid box
   v. National flag
   vi. One vessel with lid for storing drinking water (locally made mud pot)
   vii. Files, registers, and records
viii. Health cards and growth charts

II. Kitchen Equipment:
   i. Tumblers, plates, and spoons
   ii. Two to three vessels with lids for cooking
   iii. Wick stove (kerosene)

III. Bathroom Equipment:
   i. Two buckets or vessels for storing water
   ii. One or two mugs
   iii. One or two soap containers
   iv. Four towels
   v. Disinfectant fluid
   vi. Brooms, brushes and other cleaning materials

IV. Indoor Play Equipment:
   i. Building blocks (wooden, of different sizes)
   ii. Counting frames
   iii. Paints, paint brushes and coloured chalk sticks
   iv. One dholak
   v. Three or four pairs or scissors

Anganwadi Worker should also receive a weighing scale, tri-colour strips, a copy of A Guidebook for Anganwadi Workers, medicine kit, and aids for organizing pre-school and nutrition and health education activities.

2.20 Pre-School Activities in the Anganwadi

Pre-school activities in the Anganwadi should lead to the total development of
the child - physical, social, cognitive, emotional, etc. Pre-school activities are related with those developmental areas of the child. Thus, pre school education used to deal with the following areas of activities –

1. Activities for physical development.
2. Activities for Social Development.
3. Activities for cognitive development.
4. Activities for language and emotional development.

They are, however, overlapping and an activity may achieve many objectives. For example, by painting a child develops (a) fine muscles and motor skills, (b) eye hand coordination, (c) learns the names of colour.

2.21 Activities for Physical Development

Activities for physical development of the child should include (a) activities that lead to gross motor development and (b) activities that lead to finer muscles development.

2.21.1 Gross Motor Development

Outdoor play activities lead to gross motor development of the child. Some of the typical outdoor activities are: Walking, Climbing, Running, Crawling, Jumping, Bending, Hopping, Skipping, etc.

Many games can be devised using the above activities like:

- Skipping and jumping over the rope.
- Musical Chairs.
- Throwing and catching the ball round the circle.
- Langri tang - hopping on one leg.
- Kho- Kho.
- Lion and the goat (one child acts as a lion and the others as goats, the lion has to catch the goats).
- Pick the Hanky (children stand in 2 rows and a handkerchief is kept in the centre and on a signal two children from 2 team run and try to pick up the handkerchief. The one who picks up first gets the points.
- and So on.

Normally, every area has some local games of this kind like, Kabaddi, Sun and Shade, Vishamrit and so on. In these games, either no equipment is needed or very simple equipment like ropes, stone, used tyres may be utilised.

2.21.2 Fine Motor Development

Art and craft activities lead to fine motor development. These are:

1. Drawing with finger, coal, chalks etc. This may be done on sand, floor, mud well, slate.
2. Stringing of beads or seeds,
3. Tearing leaves, paper, flower petals, and pasting.
4. Sorting out beads, buttons/seeds or grains of different kinds, pebbles, shells etc.
5. Use of building blocks.

2.22 Activities for Language Development

Language development is an important part of child development. Children
learns language all the time from their parents and others in their home and environment. Anganwadi Worker/Helper play an important role too. She should teach the child to understand language, speak fluently and express his feelings and ideas.

The child learns language by (a) listening (b) repeating what he listens and (c) practice of conversation. Anganwadi Worker should, therefore, speak properly and clearly in the Anganwadi centre. Talk to them individually, in small groups and to all of them. Talk to them about different things.

But give the children opportunity to speak. They should not be asked to sit silently. Ask them question and encourage them to talk to you. Let them talk to each other, even when they are playing.

The children may be given practice in listening and, speaking through the following activities:

1. Make the children recognise and describe objects show them colourful pictures/ cards of animals, birds, fruits, vegetables, flowers etc. Let them name a: describe them.

2. Let them name a. Colours-show them different colours
   b. Feeds
   c. Parts of the body

3. Let them discriminate between various concepts like
   (a) Hard and soft (give them stone and cotton)
   (b) Large and small (give objects of different sizes)
   (c) Light and dark (Show shades of colour).
(d) Hot and cold (give hot water and cold thing).

(e) Fast and slow (activities which are fast and slow).

(f) Loud and slow (speak loudly and softly to them let them do it).


Tell stories about familiar things and environment. They should be short and simple. If possible, they should have a lesson. Don't tell them stories that may be foreign to them, like, Cinderella, Robin etc. Tell them stories from Panchatantra.

5. Dramatization : Make the story interesting. Anganwadi Worker/Helper can draw pictures and can also make sounds and action while telling the story. Children will love to join in making these sounds and actions. She can also make use of coloured pictures and charts for telling the story.

6. Masks and Puppets : Stories can be told by using puppets an masks also.

7. Songs : Anganwadi Worker/Helper should teach interesting songs to children. These should be in the mother tongue. Action should be accompanied with the song. Even physical activities can be combined with the song. Anganwadi Worker can introduce leadership in singing songs also, when a child leads the chorus.

8. Interpreting pictures or posters : Anganwadi Worker may show a large picture or poster to children and ask each one of them to describe it or
what he sees in it.' Those could also be based on stories.

2.23 Activities for Emotional Development and Development of Creativity

Children should be taught to express themselves. They should be enabled to use their imagination. Children can express themselves and their feelings by (a) creating with their hands, as in arts and crafts (b) acting with bodies, as dramatics, dance; (c) using their voice (as in songs) etc. Anganwadi Worker should, therefore, provide all these activities for their emotional development and development of creativity. These activities also enhance their self confidence and help in the channelising of their energy properly.

These activities may be grouped as:

i) Art-Drawing, Painting, paper craft, collage (tear and paste), clay modeling etc.

ii) Movement activities. Dance and Drama.

iii) Music- Rhythm, songs etc.

Art

Drawing - In this, children only draw the lines. These can be made on slates, paper, blackboard, etc. Crayons, coloured chalks, pencils may be used for the purpose. They can draw patterns and designs on floors too (Rangoli).

Painting - Children may paint with their fingers, brushes, or even string, Painting may be done on waste newspapers, papers on floor or mud-wall. They may even paint on coconut shells, egg shells, card-board or any other waste material.
Anganwadi Worker/Helper can provide poster colours, if they are available in the centre. Otherwise, local powder colour like, 'geru' black ink, mehendi, etc. may be used. Let children use their imagination in painting and drawing.

Clay Modeling : Children enjoy working with clay and making different things of different shapes and sizes. They can make different fruits, vegetables, animals, birds, plates, houses and even men and women. Anganwadi Worker can take the help of the local potter in getting clay occasionally or can learn to make clay.

Collage (Tear and Paste) : Children can make pictures by pasting together all kinds of waste materials. Scrap paper, old magazines, pictures, pieces of clothes, dried leaves and flower and even nut shells, seeds and strew may be pasted on big sheet of paper/card board to make beautiful designs. Anganwadi Worker may prepare the sticking material locally, if gum is not available.

Paper Craft : Anganwadi Worker / Helper also teach children how to turn a simple paper into beautiful articles like, fan, boat, aeroplane, rocket etc.

Toy, Dolls, Masks, Garlands : Anganwadi Worker /Helper also help children in making toys, dolls, masks, garlands, by using available waste material like, coloured paper, clothe cuttings, wool, threads, dried leaves, straw, shells, match boxes etc.

Movement Activities

Action songs, dance and drama come in this category of activities children
THEORETICAL FRAMEWORK

Apart from being creative they are also good exercises.

Worker may select a well known story and tell it with action to all children once. Then divide children into various groups and ask them to act with chorus singing or making voices. Worker may select any Panchtantra story for this purpose. For example: a lion and the wise rabbit. Children may act as different animals in the jungle a lion and a rabbit.

Children also like to play doctors, teachers, members of the family like father, mother, brides, bridegroom, king, queen and even gods.

Music Activities

Children love music and naturally responded to music and rhythms. Based on this, you can plan rhythm activities, rhymes, songs etc.

Anganwadi Worker can clap a simple rhythm, say two slow claps and two fast ones and ask the children to repeat it. She can go to more complex rhythm and make children move their bodies with that and so on.

She can also use dholok or other local musical instruments in the daily activities, like Daphli, Manjiri Ghungroo, Iktara or Jhunjhun etc.

2.24 Activities for Social Development and Habit Formation

During the pre-school age, the child develops his habits, ideas, behaviour and values from his surroundings. Anganwadi Worker should see that children develop proper habits, attitude, behaviour and values. This is social development.
a. to cooperate with others  
b. to speak politely  
c. to follow instructions  
d. to share things with others.  
e. to share responsibilities taking part in group activities.  
f. taking part in group activities

Anganwadi Worker should introduce those group activities and games whereby the child learns simple rules like waiting for one's turn, cooperating with other children and subordinating one's own wishes to those of the group. You should teach children manner of greetings and how to greet elders and simple terms of politeness like 'Please' 'Thank you' etc.

Anganwadi Worker should also inculcate good habits of health, hygiene and cleanliness right at the Anganwadi stage. She should take care of the Anganwadi property; keep the Anganwadi clean; wash their hands before and after taking their supplementary nutrition food; sitting down and eating food properly and also check their nails, teeth and general cleanliness. Anganwadi Worker should also politely insist that children should attend Anganwadi centre regularly in time. This will prepare them for schools.

2.25 Activities for Cognitive Development

Anganwadi Worker should also include activities for the development of intelligence of the child. This should include games and activities for making children ready for their school. It means that pre-reading activities, pre-writing activities and pre-number activities should be undertaken in the
Anganwadi centre.

The activities may include:

a) Making set: Children may sort out objects of the same kind, make two circles and put five items in one circle and ask a child to complete the other circle. She should put five items. Other children may watch. They may take turns, as you make the game more difficult.

b) Making pattern: Take different sizes of objects or blocks and make a pattern. Let children also try to copy it.

c) Arranging in order: Give objects of different sizes—say stones or shells. Ask a child to put them in order.

d) Picture sets: Children may make sets of pictures of game bind or join parts of a picture to make the whole.

e) Anganwadi Worker can make children practice in tracing or making forms, which may help the child in writing alphabets and number later.

f) Number concept may be introduced by asking a child to give one slate to every child; two stones to every child and ask a child to bring 4 pieces of an item and so on.

A large number of simple and more complex games may be introduced depending on the available material.
2.26 Play-way Method for Pre School Education

- Play-way method is a way of providing child-centered, enjoyable and entertaining learning experiences to children through play for their all round development.

- Play-way approach in organizing PSE activities help in –
  - Providing balanced, process-oriented programmes which fulfill development needs. Creating environment to express ideas, explore and understand.
  - Promoting creativity and aesthetic sense
  - Making learning enjoyable
  - Fulfilling the need to touch, catch, jump, feel etc. and coordinate through physical and motor development activities
  - Giving opportunities for understanding concepts and developing basic cognitive skills
  - Fulfilling the need to learn, share, give and be with others
  - Fostering curiosity, ability to ask questions, need to listen, sing, repeat words, etc. building social relations
  - Promoting language and communication ability
  - Providing flexibility to accommodate immediate needs of children.

- Play-way activities can be organised as small group activities where children are divided into small groups for doing guided and free play activities simultaneously.
• Children can also be divided into groups according to the age so that Anganwadi Worker has to guide only one group at a time.

• In a pre school, play-way activities should start from free play, which are to be followed by structured play activities and constructional play activities and then creative play activities.

**Illustrative Plan for a Day for Preschool Education Activities at an Anganwadi Centre**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome, Prayer and Checking Personal Hygiene</td>
<td>20 Minutes</td>
</tr>
<tr>
<td>Free Conversation</td>
<td>10 Minutes</td>
</tr>
<tr>
<td>Cognitive Activities in small and large group</td>
<td>20 Minutes</td>
</tr>
<tr>
<td>Physical P.T / Outdoor Play</td>
<td>20 Minutes</td>
</tr>
<tr>
<td>Language Activities in large group – Rhymes Action Songs / Alphabets and Numbers &amp; Picture / Chart Reading/Story telling</td>
<td>20 Minutes</td>
</tr>
<tr>
<td>Pack up and Good bye (Children are sent back after giving Supplementary Food)</td>
<td>10 Minutes</td>
</tr>
</tbody>
</table>

**2.27 Anganwadi - A Centre for Joyful Learning**

Goal - Provide enjoyable, enriched and stimulating environment for holistic development of children

**Objectives**

a) Ensure exciting, enjoyable and nurturing environment

b) Provide enriched learning experiences and opportunities to explore, experiment and discover.
c) Give exposure to a variety of objects, places, toys and play facilities

d) Provide opportunities for meaningful interaction with adults and children.

e) Generate warmth and emotional security and support

2.28 Parents in ICDS

Programmes for parents are an important aspect of any type of pre-school activities. The pre-school centre Anganwadi Center, however efficient they cannot stimulate the optimum development of the children unless they work in close collaboration with the parents. The major responsibility for the children's growth remains with the parents and the duty of the Anganwadi Worker is not merely to guide the children but also to educate the parents.

The Anganwadi should be an extension of the home and should supplement the home. The child leaves his known surroundings and comes in contact with the outsiders in the Anganwadi. To enable him to face this new situation happily, the Anganwadi Worker should try to provide an atmosphere in the centre which is consistent with the home surroundings. Hence, the Anganwadi Worker should have sufficient information about the home of the child and should be able to work in close cooperation with the parents. Usually the Anganwadi Worker meets few parents when they come to leave the children in the Anganwadi or fetch them back. During this time many relevant bits of information are gathered and ideas are exchanged. But one should have much more information regarding children which is only possible through home visits To understand the child well, the Anganwadi should have detailed information
about the home background, birth-history, parental attitude towards child
rearing and other developmental records.

The mothers should be requested and encouraged to spend a day in the
(during pre-school activities) Anganwadi by turn. The mothers should be
involved in the pre-school programme and get their help in running the centre.
The Anganwadi Worker with the help of group of enthusiastic mothers can
form a mother's programme committee who can help the Anganwadi Worker
to run the Anganwadi centre, arrange the parents' meeting, organizing local
trips for children and mothers, organizing children's festivals.

Once in a year the parents, staff and children should be brought together at the
time of children's festival and during that time samples of children's work should
be exhibited. Short programme by children, games for the parents, puppet
shows could be organised for the entertainment to both parents and children.

During the mother's meeting talks, group discussion, role play etc. can be
arranged on the topics like:

(a) How to keep the environment clean
(b) Proper food habits of the children
(c) Care of eyes, ears and teeth
(d) Immunization
(e) Common childhood diseases
(f) Toys from waste material

Through this group, community help and participation can be elicited. Parents
may be requested to contribute in kinds for the Anganwadi.
Non-formal pre-school education is an important component of the integrated package of services, which the Integrated Child Development Services Programme seeks to deliver to children 3 - 5+ years in the Project areas. The scheme envisages organisation of pre-school education activities in each Anganwadi centre. This will not only impart formal learning but will also develop in the child desirable attitudes, values and behaviour patterns and aim at providing environment stimulation. Attempt is not made to achieve uniformity in teaching/learning procedures in regard to all children and in regard to play and other activities, flexibility is introduced and the child is encouraged and stimulated to grow at his own pace. It is expected that the Anganwadi would strive to satisfy the curiosity of the child and channel it in a creative direction.

NCERT has been actively involved in the preparation of the curriculum for training of Anganwadi workers, Mukhya Sevikas and other functionaries. With a view to ensuring that the pre-school education is delivered to the pre-school child in the desired manner, it has been decided in consultation with the NCERT that resource persons, who are experts in the field of child development and pre-school education, should also be associated in the implementing of this programme.

The above theoretical framework has helped the researcher to understand the meaning of Integrated Child Development Services (ICDS) and examine the available literature and study carried out in the country and in abroad in the next chapter.