CHAPTER I

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"Childhood is a unique period in life – a time when like a flower the child is unfolding and growing. The care and nurture given to the child during this period of unfolding is of greatest importance."

-Rousseau.

Children are the supreme asset of the nation and the huge human resource that needs to be developed and nurtured properly for the country’s progress. They can develop into productive assets if conducive and congenial atmosphere is assured to them. Early childhood period is crucial in the growth and development of an individual. The foundation of their proper physical, mental social and psychological developments are laid in early childhood. 

Freud’s (1936) work highlighted the importance of the first five years of life in the personality development of the child. Studies in several areas of development reveal that early patterns persist relatively unchanged as time goes on (Kaplan and Pokomy, 1972)

It is very fortunate that in India a strong appreciation of the importance of early childhood care and education is emerging in a big way. The role of early childhood care and education (ECCE) can hardly be underestimated in shaping the character of children under the age of six. It fosters the full developmental potential at an early age and also facilitates a smooth transition from home to school besides identifying early signs of the need for special interventions.

Literature on child development and education reveals that the first six years of a child’s life have been identified as the period of most rapid growth in physical and mental characteristics and of the greatest susceptibility to
environment influences. 90% of the human brain and 50% of the body of the child grows in these first six years. These years are the formative years for all kind of learning, such as language, creativity, social skills and motor skills etc.

Freud’s (1936) work highlighted the importance of the first five years of life in the personality development of the child. According to him, individual’s personality is built around his early childhood experiences. Hunt’s (1961) study highlighted that much of a child’s performance was shaped by the quality of his interaction with the environment.

Studies on child rearing patterns of different socioeconomic groups undertaken by Bernstein (1960), Similankski (1961), Hess and Shipman (1965) have shown that children from disadvantaged homes are not quite as well equipped in cognition, verbal and intentional skills as compared with their relatively well – off counterparts at the time of school entrance.

After independence, our country is facing many social, economic and cultural changes such as female education and employment. The upward increase in the number of working mothers has generated the situation for migration of people, urbanization and breaking of traditional joint family system. now-a-days. trend of working mothers is prevalent as it improves the quality of life.

This new trend has created typical problem of care and education of children. A child needs custodial care when the parents are on the job. Quite often the child is sent to day care centers especially in urban areas. In rural areas ‘Balwadies’ and ‘Angan Wadis’ have come up, to provide custodial care to the child and nutritional programmes to produce positive change in the care of children below 6 years of age. Another dimension of change is the addition of pre-school classes within primary schools.
Current economic development in rural areas also generates new-work outside home for both male and female which in turn generates a demand for ECCE services.

**EARLY CHILDHOOD**

Early childhood, the period from two to six years of age is considered important as well as crucial in one’s life. It has a far reaching impact on later growth and development of a child and therefore has an important role in making of a person.

Early childhood period is significant for the optimum development of the children (Panda, 1997). According to Verma and Mohite (1991) the early years of a child’s life are formative years of his/her development. In this regard, Myers (1990) states that the early years are critical in the formation of intelligence, personality and social behavior. Agrawal (1995) said that the foundation of future adult personality is laid down during this period. According to report of UNICEF (1999), the successful preparation during child’s early years would have a significant impact on child’s role in the later years of life. Bijou (1968) said that these years are among the most important of all the stages of development.

Bijou (1975) concluded that “most of the child psychologists have said that pre-school stage is from about 2 to 5 years. It is the most important from all the stages of development and a fundamental analysis of the stage strongly points to the same conclusion. It is unquestionably the period during which the foundations are laid for the complex behavior structures that are built in a child’s life time”. 


EARLY CHILDHOOD CARE AND EDUCATION

Early childhood extends from two to six years of age. The child during this period tries to acquire control over the environment. He is now ready to explore his environment. He seeks to know what environment is, how it works, how it feels, and how he can be an internal part of it. This includes both animate and inanimate objects.

Though growth proceeds at a slow rate yet early childhood period is ideal for learning new skills. The child enjoys repetition. Speech skills are developed during this period and child enjoys repetition. The ability to comprehend develops. Although the common conception is that the child during this period is incapable of learning. Piaget believes that he quickly learns to distinguish among various features of the immediate environment and modifies his behavior according to its demands.

During this period the child reaches the stage of extremely rapid development of spoken language. He masters much of his native language. It is interesting to note that all children learn their native language without much of formal instruction. The child develops ego-centricism and thinks that everyone thinks the same way he does, that everyone thinks the same thing as he does. That is, quite logical. That every thing he thinks is ‘right’. However, ego-centricism gradually diminishes through the child's interaction with others, particularly with his peers and friends.

One of the important characteristic of this period is animism- According to world’s famous psychologist, Piaget, Animism is the child's belief that the things that move are alive. If the things do not move are dead. Hence, the moon, the clouds, the cars and the rivers are all alive.

To many psychologists the period is a 'pre-gang age' and during this time the child learns the fundamentals of social behavior. He acquires the preliminary training and experience required for being a member of the gang.
He becomes interested in company and identifies himself with the group. Group as well as personal rivalry becomes a common characteristic. He of course shows aggressiveness and often gets involved in quarrels. Though he is also found selfish, yet he is also sympathetic and cooperative. Many leadership qualities are developed in this period.

Early childhood is also called as "the try age". Toys are generally his living companies. He likes and shows his interest in dramatization, drawings, paintings, games and movies.

Educationally this period is very important and is called 'pre-school age'. As it paves the way for effective learning. The child is prepared in all respects to profit from schooling during this period. Enriched environment is to be provided for the receptive mind of the child. Some psychologists call this period as the period of plasticity as the impressions that are made on the child's mind last throughout his life and influence his career.

There is built-in physiological and neurological mechanism for learning. This mechanism needs to be exploited fully and adequate learning experiences be provided. Piaget through his research studies conducted on the ways in which children learn, has arrived at the conclusion that child's learning consists of two processes: assimilation, and accommodation. According to him, this process of assimilation and accommodation begins at birth and increases in intensity in early childhood. At this stage the ability of representing things develops and there is gradual acquisition of knowledge and skills on the part of the child.

Benjamin Bloom, an eminent psychologist and educationist observed that environment from the first six to seven years of life is very significant for cognitive development. Therefore, all kinds of facilities should be provided to the child to explore, to enquire, to play and to interact with his peers for optimum development. The early childhood education should, therefore be
according to the physiological and psychological needs and conditions of the child. It should be free, flexible and comprehensive in finding the best ways of getting families and schools to work together.

The cultural change will continue to escalate, sometimes excessively, accordingly more children will become intellectually and emotionally vulnerable hence the principal determinants of any real opportunity in educational occupational and social terms are for mostly laid down in the years between birth and five or six years of age.

Though the extent of early schooling is still relatively uncharted territory (UNESCO-2002), yet the contemporary world has witnessed an unprecedented expansion of public eying for early childcare and education. This revolutionary public favor is perhaps the outcome of generated awareness about the young child potential for early learning and emergent literacy (Pandey-2004). Consequent upon recognition of this highly diverse area of learning opportunities varying from centre based pre school experience to more informal home and community based activities, numbers of international treaties and national events have drawn their attention towards expanding and improving the access to Early Childhood Care and Education for children aged three to six years.

Governing with the common consensus that children’s successful school transition from early schooling to the first grade is particularly important because their school readiness substantially affect subsequent achievement trajectories, early care and schooling experiences are also now being viewed by the policy makers as a process manifestation which helps not only in contributing significantly to the cause of universalization of elementary education by reducing the number of drop outs in early primary classes and improving retention but also for the child’s realization of his full potential. Besides this, the outgrowth of centre based early care and schooling can also be
attributed due to several other driving forces including (but not limited to) culmination of socio dynamics (Nomadic zero wave, Agricultural first wave, Industrial second wave, information third wave and responsive fourth wave), psycho structures (suppression of intra and inter family adult child interactions both at micro and macro level and role conflict regarding appropriate role of men and women), economical shifts (changing liberalized economy, increased per capita income, gradual disappearance of agrarian over industrial capitalistic society and child as object of welfare towards worthy unit of determining capability to economy gains), cultural identities (diversity of Indian childhood due to cultural bound syndromes), emerging system of latchkey kids and many more others. These have transformed the ecology of childhood in the shape it appears today (Pandey-2005a). As these trends are likely to be carried over in near future due to emerging era of Liberalization, Globalization and Privatization, so there seems every likely that Early Childhood Care and Education would not become a universal necessity but become reality in the days to come (Pandey-2005b).

In order to keep double track of not only fruitfully contriving the gains of such early education initiatives but also of responding to such emerging needs of Early Childhood Care and Education, the last quarter of the 20th century has seen concomitant proliferation of global ideas those might be taken and experimented to support these early intervention strategies.

There has been a global consensus that children successful transition from early stimulating centers to primary education is particularly important because children's performance and behavior in the first few years of school substantially affects subsequent achievements transistorizes. After all there has been interdependence of various sub sectors of education (Tilak-2004). It is a matter of ground reality that either early childhood education providers are least concerned on this matter or if concerned, they make the early education
activities as downward extension of primary schooling irrespective of age specific and contextually sensitive pedagogical considerations. They do not further organize various stimuli and interventional strategies keeping the onus of the mind on adjustment of these entrants in new physical settings, larger class size, and comparatively structured academic inputs and formulized core process practiced in primary schooling system. This unwanted wider gap between two root streams might perhaps not only acts as strongest reason for prevalence of high drop out phenomenon in first few years of primary schooling against nearly universal enrolment rate but also of producing unprepared slate of school readiness skills (Pandev-2004).

Though, there appears increased realization among policy makers, academic fraternity and stakeholders about the potential of early childhood education through school readiness for the cause of universalization of elementary education, yet this emerging field has attracted the negligible attention of research scholars in comparison of their concerns for primary and other sectors of education. One can easily infer the fact that outcomes of Early Childhood Care and Education will definitely remain stunted endeavors for altering the same will receive only speculative flavors unless pedagogical realities, social and cultural dynamics, developmentally appropriate milestones, financing of Early Childhood Care and Education and other allied issues will not be addressed holistically crossing across the disciplinary boundaries. Not only this, there seems to be an strong need for change of mindset and promising signs from both fronts of large number of Early Childhood Care and Education providers and academic fraternity for creating basic structural and process adjustments. These efforts are required especially in view of the newly substantiated article 45 of the constitution, whereby the Early Childhood Care and Education has been made a directive principle of state policy and identifying the same as upper most goals in Dakar framework of action, 2000.
The National Policy on Education, 1986 “specially emphasizes investment in the development of the young child, particularly children from sections of the population in which first generation learners predominate.” Recognizing the holistic nature of the child development viz. nutrition, health and social, mental, physical, moral and emotional development. Early Childhood Care and Education (ECCE) have been given high priority and would be suitably integrated with the Integrated Child Development Services Programme, wherever possible. This would also be provided as a support service for universalisation of primary education and the local community would be fully involved in these programmes. It has been rightly said, "A full integration of child care and pre-primary education will be brought about, both as a feeder and strengthening factor for primary education and for human resource development in general.” The Revised NPE, 1992 has also reiterated the postulates and provisions of the NPE, 1986 on ECCE.

UNICEF has been helping governments to provide basic services and facilities to every child without any discrimination. It is bound by mandate from the General Assembly to respond to any crisis involving children. UNESCO (1981) has aptly mentioned, “At the heart of UNICEF policy is the convocation that a nation's tomorrow depends upon its most precious treasure - its children. UNICEF has contributed to the growing awareness among government leaders and international organizations that development concern, first and foremost, people (including children) and not just physical resources. The young are not only the beneficiaries of development; they are the principal contributors to it if they are adequately prepared”.

The UNICEF has, thus, widened horizons of activities though originally its programme was limited only to giving relief to the children of war-ravaged Europe. Now it plays an important role in the long-term and most relevant as well as constructive national development projects serving the noblest purpose
of protecting and enriching the lives of children upon whom depends the future of mankind.

**UNESCO (1991)** carried out a world survey of Early Childhood Care and Education (ECCE) in 1988. The main results of the survey conducted in its member states are as follows.

- One sixth of the 0.6 populations were enrolled in variety of settings;
- Total development and intellectual development were ranked as major objective of ECCE;
- Certain type of activities were officially prescribe i.e. language development and outdoor play, were preferred more for the younger children while creative arts and songs and music were for the older children;
- Pictures and games were the most commonly used types of equipment while audio-usual was the least available type Books, musical instruments, swing / slides and building bits were common;
- Both formal and non-formal type of parent and community participation were found. Parent education was recognized as an excellent strategy in helping to enforce parents confidence and to increase their knowledge of child development as well as to improve their child rearing practices,
- There were provisions of pre-service, in-service and refresher courses for the training of the teachers.

**NEED AND IMPORTANCE OF ECCE**

Edgar Faure and others in their important report "Learning to be" have mentioned, "the importance of early childhood, in the later development of aptitudes and personality is beyond doubt, as modern psychologists and ordinary observation testify. Current educational system very rarely operate this problem. Their shortcomings in this respect may obviously be explained in
many countries by inadequacy of resources available to meet the demand for education, but they do also result from a failure to recognise the importance to individual development of educational conditions in early childhood”.

Research studies conducted by the psychologists and educationists all over the world have showed that an adequately enriched environment in early childhood brings about optimum development in various aspects. It is felt that pre-school education is absolutely essential for the maximisation of educational development.

There are mainly two reasons for giving so much importance to early childhood education. One is for bringing about necessary development, physical, social, emotional and intellectual. These aspects of development should be taken care of from the early childhood for the all-round growth of the child's personality. The second is the greater percentage of wastage in our formal schools. Because it is found that there is wide difference between the home and school environments which has resulted in the massive failure of children to adjust to the formal schooling and in great wastage as well as stagnation. This problem is more serious in the rural and tribal areas. By getting pre-school education the socially as well as economically deprived and disadvantaged children can get scope for preparing themselves for formal schooling. The rate of drop outs will also come down and universalisation of primary education can be achieved.

The reasons behind the growing for ECCE concern are many and diverse, but some of the major reasons can be summarized as follows:

- Shift in family structure from joint to nuclear system leaving none to look after the children.
- Economic pressure on many mothers forcing them to join the workforce and hence leaving their children unattended.
• Increase in population and influx of migration from rural to urban areas leaving little space for the child to run and play.
• An increasing awareness of importance of early education for the all round development of the child.
• Pressure from parents to get their children better prepared for primary education.
• To improve the quality of primary education by reducing the educational wastage due to high dropout and repetition rates in primary grades.
• Increased concern for serving the handicap children by providing remedial or preventive measures in time.
• To help the intellectual, emotional and social development of high risk infants and children.
• Maintain social equity by eradicating inequalities rooted in poverty and discrimination (social, religious and gender).
• Improve the quality of human resources in the country as investment earlier in life can bring high return in one’s later life.

For all these reasons, several programmes on ECCE have been designed and entrusted with the responsibility of taking care and education of the young children.

**AIMS AND OBJECTIVES OF ECCE**

According to Miss Grace Owing, a pioneer in the field of early childhood education there are seven objectives of pre-primary schools- These are as follows:

(i) To provide healthy environment to the children like space, fresh air, light and sun shine.
(ii) To provide a healthy, happy and regular life.
(iii) To provide continuous medical supervision
To assist in the formation of healthy and good habits.

To give opportunity for the development of different interests and skills of various kinds.

To give experience of social life, on a small scale where children work and play together.

To establish real unity between external environment and home life.

The Indian Education Commission, 1964-66 has enunciated the following objectives of pre-primary education:

1. 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;

2. To develop desirable social attitudes and manners, and to encourage healthy group participation, making the child sensitive to the rights and privileges of others;

3. To develop emotional maturity by guiding the child to express, understand, accept and control his feelings and emotions;

4. To encourage aesthetic appreciation;

5. To stimulate the beginnings of intellectual curiosity concerning the environment and to help him understand the world in which he lives and to foster new interest through opportunities to explore, investigate and experiment;

6. To encourage independence and creativity by providing the child with sufficient opportunities for self-expression;

7. To develop the child's ability to express his thoughts and feelings in fluent, correct and clear speech; and
8. To develop in the child a good physique, adequate muscular coordination and basic motor skills.

The child's development is an integrated and multidimensional process. Through cooperative and coordinated efforts of pre-school centers and families or homes as well as other social agencies involved in this process, the aims and objectives of the pre-primary education are to be realised in well-planned and properly organised programmes and practices.

**ECCE IN THE NPE, 1986**

Early Childhood Care and Education (ECCE) has assumed special significance in the National Policy on Education, 1986. It has rightly mentioned that the National Policy on Children (1974) specially emphasizes investment in the development of the young child, particularly children from sections of the population in which first generation learners predominate. Child development has been taken in a holistic view recognising all the aspects like nutrition, health, social, mental, physical, moral and emotional development. ECCE has received high priority and been properly integrated with the Integrated Child Development Services Programme (ICDC) as far as possible. Day-care centres, as suggested by the NPE, would be provided as a support service for universalisation of primary education to enable girls engaged in taking care of siblings to attend school and as a support service for working women belonging to poorer sections.

The NPE, 1986 has recommended that programmes of ECCE would be child-centred, focused around play and the individuality of the child. Formal methods and introduction of the 3R's would be discouraged at this stage. The local community would be fully involved in these programmes. A full integration of child care and pre-primary education would be brought about, both as a feeder and a strengthening factor for primary education and the
human resource development in general. With a view to implementing the NPE'86, the Programme of Action (POA) 1986 has worked out the ways and means and also discussed the significant parameters of the quality of life which are correlated with ECCE.

**Early Intervention Role in Enhancing the Overall Development of the Child:**

Early years, which are the foundation for later growth and development, in all the facets of human life viz. physical, intellectual, emotional and social growth are very important for educationists as well as for those concerned with the well being of a child. In view of this the various thinkers have emphasised the role of intervention in early years.

Intervention may be defined as the activities designed specifically to enhance the physical, mental and social development of a child in the early years, from birth to six years (Verma and Mohite, 1991).

Early childhood interventions are a part of the educational and social welfare systems throughout the world (Evans, 1995). According to Penny (1991), an appropriate intervention during the first five years can positively modify subsequent classroom behaviour and academic skills. Similar point of view was expressed by Halpren and Myers (1985) that early intervention programme can have a positive effect on the probability of enrolment, on initial adjustment, and on achievement in the early years of primary school. In this regard, Mohanty and Mohanty (1996) write that an adequately enriched environment in this period brings about optimum development in various aspects of the child’s personality Shrestha (1997) is of the opinion that human potentials may be maximized and conduct disorders can be corrected by early interventions. Early intervention programmes have been provided for biologically and environmentally disadvantaged children to enhance their resilience. (Brooks-Gum and Liaw, 1995).
EARLY CHILDHOOD EDUCATION: MEANING, HISTORICAL PERSPECTIVE AND IMPORTANCE:

Meaning of Early Childhood Education

Early Childhood Education (ECE) has been considered as one of the important intervention programme for the subsequent development and learning of the young children.

By the term ECE, it means the education to be provided for the children during early childhood period. According to Agrawal (1995), pre-primary education is the education that a child receives before entering school at the age of five or six. In broader context it has been defined as the education of children from birth through age eight (Spodek and Saracho, 1995). But generally, ECE refers to those educational programmes which serve the children between three and five or six years of age.

Importance of Early Childhood Education

Early Childhood Education (ECE) is well recognised throughout the world for the subsequent development and learning of the young children. There are several students which have indicated its importance. It is a powerful elements in improving quality of learning at primary level (UNICEF, 1996).

According to Helias(1998), the effects of the school education are demonstrable in children’s later development.

In this regard, Aubrey and friends (2000) reviewed that a high quality early childhood care and education services can contribute to young children’s early learning and future social and academic outcomes.

ECE enables children to develop good psychomotor capacities, and promote emotional aspects. They are enabled to overcome timidity, the mix freely and to acquire a high level of expressive skills (Njideka, 1999). It helps
to prepare a strong foundation for improving the quality of human resources in the country (CREID, 1997).

According to Venkataram (1984), ECE serves to fulfill effectively all the needs of the young child i.e. physical, social, emotional and psychological.

**Historical Perspective of Early Childhood Education (ECE)**

The development of the concept of ECE can be said a direct or indirect outgrowth of the pioneer thinking of three educational philosophers. Rousseau, Pestalozzi and Froebel (Austin, 1976).

**Rousseau (1712-1778)** was most concerned with helping the child to develop naturally, to unfold and blossom to the greatest extent possible.

**Pestalozzi (1746-1827)** is acknowledged for bringing the use of sense, impressions, and guiding the children to control themselves. His book, *How Gertiude Teachers her children* contains exercises for preschool children. He began his first experiment in education by teaching his own child Jacobi.

**Froebel (1782 -1852)** is credited with identifying play as the best method by which children can learn. He established the first Kindergarten in Germany in 1837. He was the first educator to make self activity as the basis of education. He devised suitable materials known as Gifts and also devised nursery rhymes.

Following the three, **Montessori (1870-1952)** is among the other key figures who contributed a lot in this field. She opened children’s house in 1907 where she developed a novel method of educating young children through a process of sense training a process different from that of Froebel. She has also written lot of books dealing with children and their education.
The development of ECE concept has been largely influenced by the works of so many educationists and psychologists. Among them, the work of Gassel and Piaget holds a definite place in this regard.

Arnold Gassel (1880-1961), an American psychologist conducted a lot of research in the field of pre-primary education and developed an extensive series of norms of infant and child behaviour. He is of the opinion that mental disorders can be avoided if proper education is imparted during the early years.

Jean Piaget (1896 -1980) experimented with children and developed a system of learning for different stages of child development. According to him, early childhood is the pre operation stage in which children have yet to achieve mental operations. Their thinking is egocentric, animistic and magical.

Similarly, the rationale for the development of the early childhood programme was provided by Hunt and Bloom.

Hunt (1961) provided evidence that the rate of learning during the first three years of life is greater than at any other time in ones life span.

Bloom (1964) argued that the early years provide the necessary base for later learning.

The contribution made by Headstart programme of U.S. in the development of ECE cannot be overlooked. This project was started in 1965 with an aim to improve the health standards in the poor children and to assist their social, emotional and intellectual development. It served as a model for developing adequate educational facilities and programmes for children throughout the world.

Besides a number of persons in the various countries have also contributed in the development of ECE e.g Owen and Mc Millan in England, Aporti and Agazzi sisters in Italy and Badhera and Modak in India.
Robert Owen established the first infant school in Scotland in 1816 while Marget Mc Millan opened the first nursery school in London in 1912 to meet the needs of children of slum area.

Abate Aporti a Roman Catholic priest established first infant school in Italy in 1928. In 1833 he also wrote a book i.e. The Manual of Education and Teaching for Infant School, which stressed moral habits, intellectual stimulation and physical activities. In 1894, Aagazzi sisters opened a home for pre-school children which stressed training in sense perception.

Gijubhai Badhera started Balmandir for children in 1920 at Bhavangar, India. He has written a large number of books for children which include stories, rhymes and songs.

Tarabai Modak enclosed Aganwadi school for the tribal children of Kosa bad Hills in Maharastra, India. She also started Bal Sevika Training Programme in 1945.

### EARLY CHILDHOOD CARE AND EDUCATION IN INDIA

#### The Present Situation

The National Policy on Education (NPE) has given a great deal of importance to Early Childhood Care and Education (ECCE). It views ECCE as a crucial input in the strategy of human resource development (HRD), as a feeder and support programme for Primary education and as a support service for working women of the disadvantaged sections of the society. It has also taken into account the holistic nature of ECCE and has pointed out the need for organising programmes for the all-round development of the child. It specifically focusses on the need for early care and stimulation of children belonging to the vulnerable sector. The age span covered by ECCE is from conception to 6 years, hence emphasis has been given to a child-centred approach, play way and activity based learning in place of formal methods of
teaching and early introduction of the three R's. The importance of community involvement has also been highlighted. Emphasis has been given to establishing linkages between Integrated Child Development Service (ICDS) and other ECCE programmes.

The Revised Policy Formulations reiterate the postulates of NPE, 1986 on ECCE. The prescriptions of POA, 1986 continue to be of relevance. What is attempted here is to update the POA, 1986 taking into account the developments since then and the need to strengthen the programmes by inter-alia, improving the programme components, co-ordination mechanism and enlisting community participation in mobilising resources, planning and monitoring.

Realising the crucial importance of rapid physical and mental growth during early childhood, a number of programmes of ECCE were started particularly after the National Policy for children (1974). The existing ECCE programmes include:

(i) ICDS.
(ii) Scheme of assistance to voluntary organisations for conducting Early Childhood Education (ECE) centres.
(iii) Balwadis and day-care centres run by voluntary agencies with Governments' assistance.
(iv) Pre-primary schools run by the State Governments, Municipal corporations and other governmental and non-government agencies.
(v) Maternal and child health services through primary health centres and sub-centres and other agencies.

ICDS is currently the biggest programme of early childhood development, with 2.90 lakh Anganwadis serving nearly 140 lakh children and about 27 lakh mothers; 91.5% ICDS projects are located in rural and tribal
areas and 8.5% in urban slums. Besides the ICDS, by the end of 1991-92, there were 12,470 creches with a coverage of about 3 lakh children below 5 years, 4,395 ECE centres in 9 Educationally Backward (EB) States and the Balwadi Nutrition programme serving nearly 2.30 lakh children in the age-group of 3-5 years.

Over the recent years, a number of initiatives have been taken to make the programmes more focussed. The measures under ICDS, include emphysis on practical training for Anganwadi workers, and extension work by Anganwadi training centres; which are required to adopt 10 Anganwadis each for developing them as model Anganwadis. To build up resource capabilities in the field, action is afoot to develop CDPS’s office into resource centre. Instructional materials for Anganwadi Training Centres are also under preparation. Efforts are also being made to distribute education-cum-play materials to Anganwadis to improve their pre-school education component. Initiative has also been taken to improve the scheme of creches by reviewing norms for voluntary and community participation. A scheme has been worked out by the Department of Women and Child Development for converging the services under DWCRA’, ICDS, pre-school education and related schemes of the Departments of Health, Family Welfare and Rural Development.

Targets ABD Phasing

The aim of ECCE is that every child should be assured access to the fulfilment of all basic needs. As such efforts will be made towards universalisation of ICDs by A.D. 2000. By the end of the Eighth Plan, 3.75 lakh Anganwadi centres would be established and by A.D. 2000 seven lakh Anganwadi centres. Anganwadis will be gradually converted into Anganwadis-cum creches. By the end of Eighth Plan, 25 percent of Anganwadis will be converted into Anganwadis-cum-creches. Qualitative improvement of in-going
ECCE programmes would receive high attention. New cost-effective designs of ECCE will also be encouraged and supported.

**Strategy of Implementation**

The ECCE involves the total development of child, i.e., physical, motor, cognitive, language, emotional, social and moral. The age span under consideration in ECCE is from conception to about 6 years. Even a modest development process during this period includes care of mother during pregnancy (ante-natal health check-up, nutritional support, control of anaemia, immunization for prevention of tetanus following delivery, etc.) hygienic and skilled birth attendance, nutritional care of mother during lactation, correct infant feeding practices, immunization of infant from communicable diseases, mothers' education in the child care, early childhood stimulation, and health and nutritional support throughout. Thus, ECCE is a complex integral function. It required workers with integrated ECCE training, integrated worksites, or ECCE centres where the essential services flow to young children through the period of their growth and preparation for formal education. To tap the full advantage of the synergistic impact of well-integrated ECCE activities and associated programmes, efforts will be directed at coordinated functioning of various agencies—governmental and non-governmental—arriving to meet different needs of young children. An Inter-ministerial Committee will be set up comprising representatives of Departments of Labour, Education, Rural Development and other related Ministries/Departments to plan, coordinate and monitor the programme. This will be done by the Department of Women and Child Development which will function as the nodal agency for ECCE programme.

Community and parental participation will be enlisted wherever possible in resource mobilisation, planning and implementation. To this end village/mohalla level committees with adequate representation of mothers will
be organised. The role of capable voluntary agencies will be emphasized to create a wide and rich network of resources for ECCE. At the same time, it is imperative that proliferation of sub-standard institutions of ECCE is discouraged. Norms and minimum standards will be devised.

Ongoing programmes/schemes that reflect a concern for the holistic development of young children will be improved to provide effectively integrated services. These include;

(a) **ICDs:**

The following initiatives that have been introduced will be continued and strengthened:

(i) Assigning each Anganwadi Workers' Training Centre the responsibility of developing at least 20-25 Anganwadi Centres so as to provide the trainees with adequate field practice.

(ii) Placing trainees for a minimum of one month in the Anganwadi's for practical training.

(iii) Development of instructional materials for use of trainers and the trainees.

(iv) Providing materials for children-picture books, picture posters, minimum essential play materials to all Anganwadis and replenishing them periodically.

(v) Developing the CDPO's office into a resource centre; that is equipped with training materials.

(vi) Coordinating the timings of ICDS Anganwadis with the primary schools wherever possible.

In addition, efforts will also be made—
(i) to orient trainers, supervisors and CDPCs through refresher courses in pre-school education component and through field training both at pre-service and inservice levels.

(ii) to convene periodic workshops for functionaries of related programmes to optimise resources and strengthen programme linkages,

(iii) to develop a small percentage of Anganwadis as day-care centres, and

(iv) to effect convergence of services and functions of ICDS and other related schemes.

(b) ECE Centres

The ECE Scheme, as it stands, does not have a component of nutrition; neither does it have any provision for the training of teachers. The following measures will, therefore, be taken with immediate effect:

(i) Adding nutrition component with parent/community assistance.

(ii) Provision for training the personnel.

(iii) Supply of educational materials for children.

(iv) Using play-way method and discouraging early teacher of the three R's.

(v) System of monitoring.

(c) Balwadis run by Voluntary Agencies:

There are varieties of patterns in the Balwadis. Each scheme has its own history and background. All programmes of child development implemented through voluntary agencies will have an integrated approach, offering a comprehensive package and avoiding duplication. Where this does not happen, the existing activities will be merged in some comprehensive and integrated programme. Most of the programmes run by voluntary agencies do not have all
the components of health, nutrition and education. They need to be converted into total child development centres.

(d) **Pre-Primary schools and classes:**

They essentially, focus on education. Therefore, they require:—

(i) Adding components of nutrition with community, parent participation.
(ii) Discouraging the early introduction of the three R's.
(iii) Using play-way method.
(iv) Developing a relationship between home and community.
(v) Discouraging entrance tests for admission.

(e) **Day Care Centres**

The creches and day-care centres run with/without Government support otherwise need to be reviewed and strengthened on an immediate basis. The following requirements will be ensured:—

(i) Timing co-terminus with school working hours or mother's working hours
(ii) Adequate safe and hygienic space
(iii) Adequate child worker ratio
(iv) Safe drinking water
(v) Supplementary nutrition
(vi) Paramedical care under medical supervision
(vii) Minimum equipment including linen and cradles
(viii) Toys and play materials
(ix) Training and supervision of workers.

(f) **Sarv Shiksha Abhiyan (SSA)**
Under Sarv Shiksha Abhiyan the day care centres and mid day meals schemes has been started in schools and these schemes are very beneficial for the early childhood students of disadvantaged group of socio-economic status.

Besides strengthening existing programmes, emphasis during the Tenth Plan and thereafter will also be on experimentation for evolving low cost and content specific models. The models which are in experimentation stages, at the moment, would be encouraged and expanded. Appropriate agencies will undertake a survey of such models. Some of the models which are already being experimented with and which have much promise are as follows:

(a) **Home Based Model (from conception to 6 years)**

This model involves developing techniques of stimulation that can be taught to parents or other members of the family to foster child development. It requires:

(i) training of local women who will play the leadership role in conducting home visits and encouraging family members to conduct stimulation programmes for their children,

(ii) development of low cost play materials to be used by the family,

(iii) development of audio and video programmes for the media for wide implementation, and

(iv) creation of a mobile supervisory cadre.

(b) **Day-care Centres (from birth to 6 years)**

This model is a support service to free older children and working women. Some voluntary organisations are successfully implementing these programmes. Such Day-care Centres should be established at all work sites where women are employed in substantial numbers. While support for voluntary agencies should be provided on a liberal scale by Government the expenditure on the centres run on work sites should be the responsibility of the employers.
(c) **Family Day-care Centres**

This is best suited for areas where the target group is very small and a Day-care centre may or may not be viable. In this model suitable woman from the same group is identified as the home-care worker, and given the necessary materials, training, supervision and infrastructural support, including food, to take care of five or six children in her own home. It is envisaged that every cluster of about 10 home care units would be supervised, guided and supported by a supervisory worker who is competent to give the necessary support.

Keeping in mind the role of ECCE as a support service in Universalisation of Elementary Education (UEE), as well as for HRD, ECCEW will continue to be directed to the most under-privileged groups, those who are still outside the main-stream of formal education. Some of these can be defined as follows:

1. Very poor urban slum communities;
2. Ecologically deprived areas where children are required to fetch fuel, fodder, water and do other household chores;
3. Family labour and household chores in rural areas and artisan households;
4. Itinerant, or seasonal labour, who have a mobile and transient life-style, like road workers;
5. Construction workers in rural and urban areas;
6. Landless agricultural labour;
7. Nomadic communities and pastoralists;
8. Forest dwellers and tribals in remote areas;
9. Residents of remote isolated hamlets.
SCHEDULED CASTES IN INDIA

In the pre-independent India, among the dynamics of inequality in the arena of socio-cultural set up, the variables like caste, creed, religion, region and sex played a predominant role in establishing the socio-economic status of the people. During that period the whole society was divided into four main sections of Varnas and each section reflected the vocational and socio-economic status. The section of society belonging to the last Varna in the hierarchical order known as Sudras or Avarnas, by virtue of their menial jobs and low economic conditions were treated as downtrodden and untouchable.

In order to maintain their unparalleled supermacy and satisfy their own vested interests, the privileged castes denied that right to education to the Sudras or untouchables, sequel to which there was no scope for upward social mobility. Even in social codes like Manusmriti, their pathetic plight and restricted rights are described, as “the untouchables shall not hear the sacred rituals – shall live outside the village. They shall have earthen pots, they shall not have clean clothes and they shall beg for their food” Ambedkar (1968).

Considering the lack of education and basic opportunities amongst the Sudras as the main causal factors forludding their upward social mobility. Philosophers like Gandhi and Ambedkar, despite of differences in their ideologies, together tried to draw the nation’s attention towards their plight.

As a result, the Simon commission introduced the term schedule caste for the first time in 1928. It was later adopted by the British Government in the Government of India Order 1936, which specified them as caste groups suffering from social, educational and economic deprivation. And in 1931 census, conducted by Govt. of India the Schedule Castes were systematically listed for the first time.

In order to boost the morale of this exploited and downtrodden section of society and evolve them from the deep-rooted sense of devaluation and
worthlessness, Mahtma Gandhi gave them a new nomenclature i.e. *Harijan* which means *people (Jan) of God (Hari)*.

But despite the best efforts of all the conscientious leaders and thinkers the deep-rooted crystallized hierarchical system of high and low castes has not been able to be dissolved even till now. The stigma of belonging to a fixed social status carries with it “a phobia of insecurity, unworthiness, self pity and guilt from generation to generation” *(Melvin, 1970)*.

However due to various provisions of reservation in the jobs, many of the SC’s has got status in the society but most of the population is still living in that pity conditions of old times. The phobia of unsecurity and illiteracy has a great effect on the coming generations.

*Singh et. al. (1979)* went a step further in observing and revealing that in rural areas untouchability still prevailed and a number of cases of humiliation, exploitation, terrorization and victimization were reported.

As a result, their own devalued and low perception of self and the society’s discriminatory attitude towards them leads to the complexes multiplying problems and under achievement in all areas of life; *Rangari (1984)* felt that the disadvantaged groups are worthy of special attention, remedial measures and protection of interests.

Population of scheduled castes in India as per 1991 Census was 138.8 millions. They constitute about 17 per cent of the total population of the country. One out of every 6 persons in India belongs to one or other scheduled caste.

When India became independent, it committed itself to securing a social order based on social justice and equality. The Constitution of free India, promulgated in 1950, is unequivocal is securing equality for all the groups of population. The Constitution contains several provisions that aim to abolish all forms of discrimination and put these groups at par with others. Articles 14, 15
and 16, under Part III entitled Fundamental Rights, are unequivocal with regard to giving equality to all irrespective of religion, race, caste, sex, place of birth or any of them. Article 17 envisaged untouchability to be abolished and its practice was declared a penal offence by the Untouchability Offence Act, 1955.

To ensure that the scheduled castes (SC) fully benefit from the fundamental rights, article 46 of the Constitution directs the state under the Directive Principles of State Policy: ‘To promote with special care the educational and economic interest of the weaker section and in particular of the scheduled castes and the scheduled tribes, and to protect them from social injustice and all forms of exploitation. The special status which was conferred on SC initially for a period of 10 years has since been continued.

The females of schedule caste are not too much educated for the early child care and education of their wards. They are still living in certain phobias of insecurity, unworthiness and self-pity. The condition is worse in rural areas than the urban areas.

WORKING AND NON-WORKING MOTHERS

Indian society is extremely complex and its social and economic structure is significantly different from that in the western industrial society. In India, majority belongs to middle class whose living standards are rapidly changing with time. Role of Indian women is no longer confined to the four walls of the house. The old prejudices, traditions and customs, which were conceived to degrade women, are being given up.

If one compares the condition of Indian women in the early decade of 19th century with their present position in society, one becomes aware of the silent social revolution that has taken place in their situation. In the earlier 19th century, social customs and practices like purdah, sati, child marriage and deep-seated prejudices against the education of women prevented them for
playing proper role in the society. Throughout history, women have always aimed at a recognized place in society. Today, she not only plays the role of housewife, but also that of a good earner for the family. It is not uncommon to see Indian women participating in higher education, administration, medicine, engineering, business and politics. Today they are occupying responsible positions in society and are making meaningful contribution in every field of development. This spectacular transformation is mainly due to liberation movements changing values and democracy. These changes have raised questions regarding the impact of maternal employment on children. Mother's education has a strong impact on the health of her children than that of the father. Income controlled by women is more likely to be spent on household needs than income controlled by men.

Today, in the era of science and technology, everybody needs a comfortable and modern life style. Socio-economic-status is fastly changing. Everybody needs computers, microwave, VCD and, other latest home gadgets and a luxury car. As the whole scenario of living standards is changing, there is a greater demand in the family for more of comforts and luxuries of life. To redeem their demands, a single earner can not be a sufficient hand, so there is a demand for dual earner in the family.

"Two of, the worst enemies of women", said a government report in the international women's year in 1975," have been the traditional female and the conservative male." But the one factor that was inducing change was economic pressure. Increasing number of women entering employment or taking up jobs is due to economic necessity. In the United States, 1960's and 1970's brought about a great deal of change within the family structure. More and more women were departing from their traditional roles as housewives and entering the paid work force out of economic necessity. Therefore, it is not unreasonable to hypothesize that wife's entry into the wage economy might have some
impact on their marital relationship and their children, whether positive or negative.

Two earner families are now very much prevalent due to increase in the number of employed mothers (Hayghe, 1982). It is the result of employment of both husband and wife that family role of men and women are also changing (Hoffman, 1984b; Lamb and Sagi, 1983; Pleck, 1985). It is, therefore, reasonable to expect that home environment in dual and single earner families will differ. The two most common motives that have led women into the labor force are economic need and personal fulfillment, but most women would not leave their jobs even if economic pressures were reduced. They feel satisfied by doing work and the money they are earning. Dual earner couples face special challenges as they try to balance work and family responsibilities. Long and inflexible work hours and less positive work environment are some of the factors that contribute to work family conflict. In other words, work conditions can also have negative impact on family life.

Family patterns in our society are undergoing a rapid change. The basic unit of our family structure is also changing. The old institution of joint family system has lost its luster and is being rapidly replaced by that of the nuclear family. This invariably has direct effect on intra-family relationships and psychological behavior of the adolescents. But somehow, in the city life, mother’s employment has positive impact on family relations and also on the adolescent children.

Mothers who go out of their home for any sort of job or work and receives salary for doing work for 6-8 hours are considered as working mothers and those who stay in the home for whole time and do household work, are considered as non-working mothers.

The problems faced by working women are numerous. The dual responsibility of home, husband, children on one side and job on the other side
cause a lot of strain, even though she may be contributing considerably to her family's income, her job is looked upon as secondary and her husband and in-laws often expect her to do all the work of a full-time housewife. Majority of husbands want their wives to work for financial reasons but they are not prepared to share the household chores or help in looking after the children, who might feel neglected. They miss their mother's love and attention. In case she leaves them with maid servants or in a crèche, she is constantly worried about them.

Many women work because of the economic instability which renders that women should be able to stand on their own feet and earn their living. Second important reason is that they want to improve their standard of living, as cost of living is very high, a single man cannot fulfill the requirements of family. Hence woman has to share the responsibility of her husband so that they can impart proper education and meet the other basic requirements of their children, which is a positive point in this regard.

One of the main enduring consequences of the recent social evolution for women has been their emancipation from their tradition bound ethos both legally and politically by the virtue of various acts and statutes (Kapur, 1972). Now the women have expanded the role of housewife into a dominant feminine role. The changed social milieu along with the new wave of modernization has altered the roles and relationships sometimes drastically as to women's old roles of mother and wife, new role has been added i.e. the modern role of wage-earner.

The wage-earning life has thus duel responsibilities which not only overload her but may be so incompatible that they cannot be performed properly. Having less time and more incongruent demands of dual roles, the working women is experiencing more, and more role conflict in the modern

Often children get neglected in early childhood care and education because mothers are not able to spend time with their children or get the help of professionals to care their children. Some studies reveal however, that employment of a mother has no harmful effects on the personality of a child if alternative childcare arrangements in the family are good. The attitude of other members of the family towards the mother's employment and the mother's own satisfaction with her work influence her disposition and behaviour as a parent to encourage her child and to motivate the child for studies during her non-working hours. Thus in turn effects the child's development and needs for growth and will make them feel more secured and loving.

Mothers are ideal teachers and informal education given by home is most effective and natural. But the most important question is how the child feels about the mother's employment and how his achievements are affected by her employment. The child can understand and feel that mother cares, responds to his call and provides him with good food and protection.

"Children learn what they live", has been well said which shows child will develop in a manner in which atmosphere has been provided to him at home. Mother lays the foundation of the personality of the child. From the first behaviour of child, one can find out the type of nourishment and training given to the child at home by his mother. It is clear that way of living of mother is bound to affect the child and if mother is a working woman, it can also have effect on the life and achievement of the child -

a) Non-working Mothers

Non-working mothers are those women who remain confined to the domestic sphere and manage all the household chores including child-rearing. To be a good homemaker, such a mother needs to be proficient in domestic
chores. House-keeping and bringing up children are her first priority and full-time job.

b) Working Mothers

According to Sunita (1989) the term working mothers refers to those mothers who are employed on full-time basis and stay away from their homes for a fixed number of hours. They include teachers, doctors, nurses, bank employees, clerks, etc. Working mothers are those women who, besides performing their domestic roles, work outside home for a wage or salary in order to realize their potentialities and thus creating a meaning for themselves and achieving self-reliance. Besides this, the factor of economic compulsions is also very important in this regard. As the cost of living is very high, a single man cannot pull alone the requirement of family. So, woman has to share the responsibility of her husband so that they both can impart proper education and meet the other basic requirements of their children. A working woman thus has to cope up with a tight schedule of duties, official as well as domestic. The demands on her time and nerves are constant and consistent. The working mothers, therefore, can afford less time for their children as compared to non-working mothers.

However, it is evident that mother, whether she is working or non-working, has got a special place in the world of the child. A healthy mother-child relationship fosters in the child the feeling of being loved and accepted. It also leads the child to gain a high degree of self-confidence and emotional maturity which are considered to be the important determinants of successful human behaviour.

SOCIO-ECONOMIC-STATUS

That neatly dressed girl sitting near the teacher's desk lines in a mansion located far back from the sidewalk among tall, branchy elms and oaks. Her
father is the president of the community's largest bank and her grandfather is chairman of its board of directors.

The boy in the middle of the side row near the black board, whose shirt and blue jeans are soiled and crumpled, lives in dilapidated house by the railroad track in the industrial end of town.

His father does not have a steady job, but occasionally cleans the office of a local contractor and helps local truckers load and unload freight. When work is slack or there has been sickness in the family, he goes on relief.

The teacher realizes that these two students come from widely different homes and that the other children in the classroom are ranged between, in this regard.

In other words, the teacher knows that school children come from very different socio-economic classes. Though we are sometimes taught that, all are equal and there are no real distinctions of classes, we actually have a socio-economic hierarchy with top positions, and positions between.

People take positions on socio economic hierarchy, that is, they possess varying degrees of socio economic status in accordance with what they do, what they are, and what they have.

In other words, the factors, which determine the socio-economic status to which a person belongs, do not stand alone but are integrated and interrelated in his way of life.

The various factors, which determine socio-economic classes, are:

- Vocation
- Income and wealth
- Home and location
- Education
- Association and activities
On the basis of these factors people are classified into socio-economic classes. one of the classification has six classes upper-upper, lower-upper, upper-middle, lower middle, upper-lower and lower-lower are used, but this method tends to magnify relatively insignificant differences at the expense of more important and decisive similarities between classes.

Conversely, to use fewer classes- say three, as is often done—would not enable us to make enough functional distinction between "upper class", 'middle class" and "lower class" socio-economic-status. Thus socio-economic status can be defined as family's income, father's occupation and mother's occupation etc.

Socio-economic status is an important variable in the planning of developmental programmes and in the researches in the field of sociology, educational psychology and community development. Dictionary meaning of the term socio-economic status is the condition of standing of a person. It connotes the entire social, environment that is provided to children.

Socio-economic status is the combination of two words, socio-and economic.

- Social status is the position of individual within the social relationships.
- Economic status refers to the financial conditions and facilities possessed by the parents.

Good (1959), "Socio-economic-status is a position of an individual in a social group or grouping in relation to position held by other individual in that group or grouping."

Green (1962), "A status is a position of an individual in a social and economic achievement of an individual or group."

Davis (1968) regarded status as "an identity within a situation."
Socio-economic status refers to social and economic standing. A person is assigned a position in the social class hierarchy more in terms of such factors as income, occupation, location of the home, ancestors, group membership and education. If a person's parents are highly educated and their occupation is of high level with large income and material possession is of superior quality, then the socio-economic status is indicated as high, otherwise he is of low socio-economic status.

Different types of low SES are:-

- People of low social class and earning low income.
- A person of low caste and high income.
- A person of high caste and low income.
- People of high social class and earning high income.

In India, there is wide disparity between socio-economic status of people belonging to different sections of society. There is no doubt that innate tendencies play a significant role in the development of child but importance of socio-economic status provides opportunities for discovering, developing and exploiting innate traits.

**EMOTIONAL MATURITY**

The term emotional maturity is composed of two words ‘emotional’ and ‘maturity’. According to *Merriam Webster's Collegiate Dictionary (2000)*, emotional means ‘of or relating to emotion’, dominated by or prone to emotions; appealing to or arousing emotion; markedly aroused or agitated in feeling or sensibilities. The word emotional is derived from the word ‘emotion’ which further comes from the Latin word ‘emovere’, which means a to move or to stir up. To be moved in an emotional sense means to be stirred up. “These emotions”, according to psychologist Gates, “are episodes in which the individual is moved or excited”. Dr. English, the great educationist and
psychologist listed emotions as hatred, resentment, rage, frustration, ambition, self-centredness, envy, jealously, sorrow, love, need and fear. These emotions may impel an individual to say and do things which he would not normally say and do. When emotions are intense, there are widespread changes which embrace every aspect of human body and its activity.

The term ‘maturity’ is used to describe behavioural and physical changes which occur as a direct result of genetic action but which emerge as the animal or human matures and grows older. A clear example of maturation in terms of physical development is the change which occur at puberty. Some psychologists however describe it as the state of being fully developed or adult. In other words, maturity also means one's quality of being fully adult/balanced in one's personality and behaviour.

Thus emotional maturity is regarded as an outcome of healthy emotional development. It should be regarded as relative, not final or absolute. The process of maturing emotionally is never complete. Emotional maturity is a stage which is achieved after long period and it is very essential in human life. It is the acquisition of adaptive behaviour that reduces minimizes escapes and avoids emotional disturbances in an individual. A person is emotionally stable when his responses to a situation are:

a) appropriate to the demand of situation
b) appropriate to the degree of development

A person will be called emotionally mature when he is able to tell proper emotion in a proper situation and express it in proper quality.

Hoolingworth, L.S. (1928) mentions some characteristics of an emotionally mature person.

- He is capable of responding in gradation on degree of emotional responses. He does not respond in all or none fashion, but keeps within bounds.
• He is also able to delay his responses as controlled the impulsiveness of young child.

Mckinney, F. (1949) says, “The characteristics of an emotionally mature are appreciation of cultivated behaviour of others, tendency to adopt attitudes and capacity to delay his own responses”.

An emotionally mature person has the capacity to withstand delay in satisfaction of needs and has the ability to tolerate a reasonable amount of frustration. He has belief in long term planning and is capable of delaying or revising his expectation in terms of demands of situations. An emotionally mature child has the capacity to make effective adjustment with himself, members of his family, his peers in the school, society and culture. But maturity means not merely the capacity for such attitude and functioning but also the ability to enjoy them fully.

Seoul, L. (1951) remarks, “If the emotional development of the individual is relatively complete, his adaptability is high, his regressive tendencies are low and his vulnerability is minimal”.

According to Cole, L.(1954), “The chief index of emotional maturity is ability to bear tension. This view lays stress on self-control and not self-fulfillment.”

Chambertain, V.C. (1956) gives a vivid description of emotionally mature persons as those whose emotional life is under control. They are not subject to excessive moods, anger, undue panic or undue outbursts of temper. A mature person is cool but has persistent courage which meets the experience of diverse natures in his daily life situations,

Jersild, A.T.(1957) thinks that the term ‘emotional maturity’ can be viewed not merely from a development point of view but also cultural and moral point of view. From the cultural point of view he is the exact image of
the stereotype of the maturity prevailing in the culture in which he lives. In the development aspects of emotional maturity, we can consider these trends and tendencies in physical, motor, intellectual and emotional maturity.

Munroe (1959) has characterized emotional maturity by the qualities namely poise, self-control, steadfastness, sobriety, reserve, dignity, non-neuroticism, adjustments, consistency, loyalty, easygoingness, realism in facing life, non-excitable, stable and integrated characteristics.

Walter D. Smitson (1974) opines that emotional maturity is a process, in which the personality is continuously striving for greater sense of emotional health, both intra-physically and intra-personally.

Singh, Y. and Bhargava, M. (1990) quoted in Emotional Maturity Scale that actually emotional maturity is not only the effective determinant of personality pattern but it also helps to control the growth of an individual's development. The concept ‘mature emotional development’ of any level is that which reflects the fruits of normal emotional behaviour. An emotionally mature person is one who is able to keep his emotions under control and exhibit them in right amount in right situation.

According to Encyclopaedia of Education (1992), emotional maturity is an adult level of emotional control and expression as opposed to childish emotional behaviour.

Kaur Jaswant (1995) stated the term emotional maturity as those who fight with courage, with determination to win, taking obstacles and difficulties in their stride are ultimately victorious we call them emotionally mature persons. Actually they treat problems as opportunities to prove their abilities, talents and capacities. They never wait for others. They try their best to achieve success on seasonal risks. They give the world best they have which means an emotionally mature individual makes the best use of his talent and assets. They
acts with discipline and willpower. Thus emotional maturity is the ability to govern disturbing emotions.

According to Mukherjee (2000), emotionally mature people are mentally healthy, well-adjusted and high on emotional intelligence.

According to Franke (2000) Emotional Maturity is a process of readjustment, the infant learns under parental supervision what situations after permissible opportunities for emotional reactions and to what extent so that primitive in accordance with the approval from the expression a repression favored by cultures.

According to Merriam Webster's Collegiate dictionary (2000) Maturity is the quality state of being mature, fully developed.

Thus maturity is based upon growth, so the word signifies the end of the growth. It is said that a person is matured when he stops growing.

Plutchile (2002) An emotion in a patterned bodily reaction of either protection, destruction, reproduction, deprivation, incorporation, rejection, exploration or orientation or some combination of these which is brought about by a stimulus.

Emotional Maturity is the acquisition of adaptive behavior that reduces, minimizes escapes and avoids emotional disturbances in individuals. Emotional Maturity ultimately decides for himself by taking responsibilities on his shoulders leaving no room for chips. The best rules he follows to make his decision without huffing, puffing & fobs and hesitant. Emotionally stable person has enthusiasm in himself and this type of enthusiasm puts a sparkle in his eyes, a smile on his face, a life in his steps and a new rigour to his actions because enthusiasm enables ordinary souls to perform extra ordinarily. We can say that emotionally mature person behaves as a winner in all his life situations, experiences and activities. He is master of his fate, he is the captain of his soul and he is the decider of his destiny.
It is generally said that emotional maturity is related to mental health, positive attitude and high standard of achievement in the field of education, there is a need to develop healthy emotions right from the beginning through home and then through secondary school environment. Lack of Emotional Maturity can greatly damage the emerging unity of the personalities of growing individuals. Emotional Maturity appears to be one of the fundamental requisites, which go to pronounce one's mark as a successful teacher.

We can conclude that the emotionally mature is not who necessarily has resolved all conditions that aroused anxiety and hostility but it is continuously in process of seeing himself in cleaner perspective, continually involved in a struggle to gain healthy integration of feeling, thinking and action.

CHARACTERISTICS OF EMOTIONAL MATURITY

• **The ability to give and receive love** - Emotional Maturity fosters a sense of security, which permits vulnerability. A mature person can show his vulnerability by expressing love and accepting expressions of love from those who love him. An immature person is unduly concerned with sign of "weakness" and has difficulty in showing and accepting love. The egocentricity of immaturity will allow the acceptance of love, but fails to recognize the needs of others to receive love. They will take it, but they won't give it.

• **The ability to face reality and deal with it** - The immature avoid facing reality, overdue bills, and interpersonal problems. Indeed any difficulties, which demand character and integrity, are avoided and even denied by the immature. Mature people eagerly face reality knowing the quickest way to solve a problem is to deal with it promptly. A person's level of maturity can be directly related to the degree to which they face
their problems or avoid their problems. Mature people confront their problems; immature people avoid their problems.

- **Just as interested in giving as receiving** - A mature person's sense of personal security permits him to consider the needs of others & give from his personal resources, whether money, time or effort to enhance the quality of life of those he loves. They are also able to allow others to give to them. Balance & maturity go hand in hand.

- **The capacity to relate positively to life experience** - A mature person views life experiences as learning experience and when they are positive they enjoys, revels in life. When they are negative they accepts personal responsibility and are confident. They can look for an opportunity to succeed.

- **The ability to learn from experience** - The ability to face reality & to relate positively to life experience derived from the ability to learn from experience.

- **The ability to accept frustrations** - When things don't go as anticipated the immature persons stamps his feet, holds his breath, and bemoans his fate. The mature person uses another approach or going to another direction and moves on with his life.

- **The ability to handle hostility constructively** - The mature person looks for a solution. The mature person uses his anger as an energy source & when frustrated redoubles his efforts to find solutions to his problems.

- **Relative freedom from tension symptoms** - The mature person's mature approach to live imbuces him with a relaxed confidence in his ability to get what he wants from life.
DIMENSIONS OF EMOTIONAL MATURITY

• **Emotional Unstability**

  This is a broad factor representing syndrome of lack of capacity to dispose off problems, irritability, needs, constant help for one's day to day work, vulnerability, stubbornness and temper tantrums.

• **Emotional regression**

  Emotional regression is also a broad group of factors representing such syndromes as feeling of inferiority, restlessness, hospitality, aggressiveness, and self-centeredness.

• **Social Adjustment**

  Such a person shows a lack of social adaptability, should-hatred, exclusive but boasting, liar and shirker.

• **Personality Disintegration**

  It includes all those symptoms, which represent disintegration of personality, such as reaction, phobia formation, rationalization, pessimism, immorality etc. Such a person suffers from inferiorities and hence reacts to environment through aggressiveness, destruction and has a distorted sense of reality.

• **Lack of Independence**

  Such a person shows parasitic dependence on others, is egoistic and lacks 'objective interests'. People think of him as an unreliable person.

  Thus emotional maturity implies proper emotional control, which means neither repression nor violent expression. Emotionally mature is not one who necessarily has resolved all conditions that aroused anxiety and hostility but it is continuously in process of seeing himself in clearer perspective, continually involved in a struggle to gain healthy integration of feeling, thinking action.
• **Mental Well-being:**

Mental well-being plays an important role in both the ways people behave and the way they feel. An emotionally healthy individual accepts them as they are—with all their weakness as well as their strengths. He remains in contact with reality and is able to deal with stress and frustration.

• **Social Well-being:**

A person who possesses the good social well-being act independently of outside influence and shows genuine concern for other people. He has ability to make effective adjustment into the different social situations.

• **Self Awareness:**

One of the basic emotional skills is the ability to recognize different feelings emanating from within and giving a name to them. Many managers are in fact unable to recognize their feelings and are inclined to deny them. Knowing one's own emotional strengths and weaknesses is of great help. For instance, the inner self constantly responds to the outer world. It is generally believed that if one cannot interpret one's own emotions, he or she may not be able to do the same for others. This will reduce your effectiveness in handling interpersonal relationships.

• **Developing Others:**

Recognizing the value of the contribution of others and encouraging their participation can often do good. Appreciating other's point of view and involving them actively in a project are signs of an emotionally intelligent manager. Unfortunately, we in India seem to lack this natural gift.

• **Delaying gratification:**

The manager may learn to delay the gratification of reacting to a particular situation instantaneously. This means to gain time to judge whether what is about to be said or done in the heat of the moment is the best course of
action by expressing personal concern without anger or passivity, a manager may come out as a winner. A manager must have loads of patience and must not allow emotions to get the upper hand. Delaying gratification is doing right and has far reaching consequences in attaining success in personal and professional life.

• Adaptability and Flexibility:

Knowing how and when to take the lead and when to follow are both essential emotional skills. The managers should know when to be aggressive and when to be passive. He should also know that there is a time to confront, withdraw, and remain silent. However, to do so, the manager has to control powerful negative tendencies such as jealousy, manipulation and the feeling of self-grandeur.

Characteristics of an emotionally mature individual

As the child grows and comes in contact with the mature individuals, the child learns that all adults are not the same, that all do not behave or react to the same situation in the same way and that occasionally even the most mature adult may have moments of regression. Yet specific characteristics seem to occur frequently and begin to stand out in those individuals he has chosen as models of happy and successful adults. Knowing the characteristics of an emotionally mature individual in fact gives a young person a guide to chart his future behaviour. Some of the specific characteristics of an emotionally mature individual are as follows:

1. **Confidence in oneself** - A belief in oneself and one's ability and an acceptance of one's strength and weaknesses with an awareness that these two counterbalance each other are important characteristics. The ability to look at oneself objectively and to analyze one's assets builds self-confidence and is a first step towards maturity.
(2) **Acceptance of others for who and what they are** - Once an individual knows himself, he is better able to accept the weaknesses of others. He is less likely to find fault in the person who is tempted, who starts to fail, or who cannot make up his mind if he has found his own place in society. He welcomes the opportunity to meet many people from a variety of backgrounds and to have many friends, knowing that they won't all be like himself. Tolerance and understanding will aid him in accepting others.

(3) **Learning through mistakes** - Mistakes are made by most people but no mistake needs to be repeated. If an individual learns from an unpleasant experience, from an error in judgement, or from a project that failed, then he has shown his ability to learn from his past efforts and to change his ways or his methods. He accepts criticism constructively which means his feelings are not easily hurt. He has the capacity to take advice when it is pertinent and contributes to his own decision-making. He is open-minded as he considers changing his previous behaviour. Actually no great inventor, explorer, or scientist has made progress without making mistakes or wrong judgement, but each famous man has also recorded his error as part of the learning process. In his next venture he changes his methods or techniques to develop an improved product or idea. Mistakes can become poor excuses or steps to progress.

(4) **Ability to appraise immediate desires in relation to long time goals** - A young child can neither see into the future nor even understand what the future means, so when he wants something, he wants it now, whether it is an ice-cream cone, or a new hat. An adult may also not be able to accurately predict the future but he realizes that if he wants an education, if he wants to purchase a house or a new car, he must make
plans and save for his future goal. He learns to give up certain momentary pleasures for the sake of more lasting pleasures.

Another example of a goal on a shorter time basis is making the decision to study hard so that good grades are possible for a successful completion of the present term of school. If the goal of a good record for this term is kept in mind, the individual will learn to say "no" to continual recreation such as going out for movies and a ride. He will learn to plan his daily study and class time so that his homework does not accumulate to the point where it overtakes him and his goal is forgotten or lost. In other words, he acquires the capacity to stand a necessary temporary frustration for a future, worthwhile goal. He learns to defer immediate satisfactions when these satisfactions would block, stultify, or destroy more lasting satisfactions in life.

Other-Person Centered - The emotionally mature individual is interested in other individuals and helps them in any way he can. He is not the self-centered, egocentric type of person that is typical of a two-year old who lives in a "my" world, "my" toys and uses a "my", "my" vocabulary. Some adults remain in that stage. They are out for all they can get for themselves. They manage to push their way up in front of a line waiting for tickets.

The mature individual not only awaits his turn but willingly helps others, perhaps watching out that someone younger doesn't get hurt or pushed, or giving helping hand to an older person. He thinks of others first and self later. He is happy about the success of others. Because of his unselfishness and interest in other people, the mature individual acquires many good friends who appreciate this trait. Also because of his interests and concern for the welfare of others, he has enlarged his personality through his widened and deepened social consciousness.
A sense of humour - Any one who can laugh in the face of disaster and who can smile even when the world isn't going too smoothly will be able to adjust to the frequent crises that occur in the lives of everyone. A well-chosen cartoon pasted on the bulletin board may turn an earlier crisis into a humorous situation. The developing of a sense of humour does not mean ridiculing or making fun of someone else. An emotionally mature person does not laugh when someone else is made to look silly or inferior, but he often can help a tense situation by laughing at his own actions or behaviour. A group of school children once paid a top compliment to a favourite teacher when they said, “She laughs with us not at us”.

Willingness to accept the consequences of one's own behaviour - The young person looks forward to the time when he can become completely independent and make all his own decisions. Often when that time comes, he is not so happy because he finds that some of his decisions do not turn out so well. Being able to accept the results of what he has decided to do is a step forward towards adulthood. The boy who chooses to go out for sports soon learns that he is expected to follow certain rules pertaining to eating, sleeping and good health. If he breaks training rules and is put off the team, he becomes aware of the consequences that arose because of his behaviour. He learns to accept the coach's decision as fair instead of telling everyone the coach didn't like him. He accepts the responsibility of his own acts without seeking to place blame on other people or circumstances. A student asks, "Can I be excused from class?" A teacher's answer of "It's up to you" places the responsibility of missing class and making up work on the student himself. Although experiences like these may not be too pleasant, adult
status has to be earned; it is not just given to someone who has reached a particular chronological age.

(8) **Dependability** - The mature individual welcomes work and responsibility. He realizes that all play keeps him a child and that adult tasks and dependability are essential to growing up. He gains satisfaction from doing things well and finds a release through his job experiences. He is expected to complete an assignment, to follow through even when the task is difficult, to tackle a tough problem if that is part of the job. He shows initiative and interest in his work and, above all, he can be trusted. An emotionally mature person develops a sense of responsibility to not only his friends and family but also to the wider horizons of this community and nation. An independent, mature individual can be counted on at all times to be completely dependable in whatever responsibility he accepts.

(9) **Acceptance of the inevitable** - The unexpected does happen. Tragedies do occur and disasters come. First reactions often are horror, shock, tears, or fear. These reactions should be expected from even the most mature individual but as an adult, one learns to accept the inevitable, to make the most of a bad or sad situation and to pick up the threads of living and continue. One is able to regard success or failure with perspective.

The necessity for an acceptance of the inevitable is continually necessary in everyday life. A bad storm forces the postponement of a planned trip. A sudden fall results in a broken leg and a period of confinement to bed follows. A failure in an examination requires a re-taking of the course. Each of the three situations is unpleasant at the time and requires changes in immediate plans. Yet such changes can be
accepted and alternate plans worked out by mature individuals. Adequate courage, guided by reality, will help in the acceptance of the inevitable.

(10) **Appropriate emotional release and desirable and adequate means of self-expression** - A mature person does not waste time and energy in excessive temper, hatred, envy, anger, or destructiveness, though he may use some of these same emotions to help fight a worthy cause. Appropriate emotional outlets whether through attacking a community problem, playing a hard game of catch, or digging in the garden are used by mature individuals. As an individual develops new interests and avocations, as he makes friends and tries experiments of his own, he finds outlets for self-expression. The freedom to go ahead in organizations or in solitary pursuits is available in whatever direction a mature person chooses. Sometimes it seems as though the freedom to agree with the majority is more practised today than the freedom and privilege to disagree and to be different. A variety of outlets for self-expression are treasures for mature individuals to develop and cherish.

(11) **Workable philosophy of life** - An emotionally mature individual needs to have a workable and growing goal or philosophy of life - something to aim for and to work hard to attain. A person who believes in his own abilities can face life realistically, is flexible and is able to adjust to most situations. He can plan for his future in terms of a goal that will work, that is possible. He is capable of self-direction and self-discipline. He envisions opportunities that are within his ability; he dreams but with his eyes open. He develops an inner contentment, a self-satisfaction that holds him secure through the ups and downs of living.

As an individual grows older and has more experiences, his philosophy or plan of life changes with the times. If he suddenly becomes handicapped or incapacitated, he is able to adjust his dreams to narrower boundaries and more
practical goals. An emotionally mature person generally works out a definite
goal in life which gives him personal satisfaction and which is independent of
the plans, activities and attitudes of other members of his family. Mature
people face reality. They are courageous, creative, exploring as they seek new
ideas and new friends.

Anyone who wants to become a mature individual has to take the
initiative. After all, no one becomes emotionally mature overnight, for maturity
is a continuous, growing process, not a state of being. Thinking before acting,
developing self-control instead of losing his temper, acquiring a tolerance and
an understanding of other people and customs that are different from his own,
accepting defeat or even failure gracefully - all are beginning steps toward
being an emotionally mature person. A person is judged by his behaviour not
only in emergencies but in everyday life so that jealousy, selfishness,
superiority and narrow-mindedness are labels to avoid. To be a grown up one
has to grow up.

SOCIAL MATURITY

The term social maturity is composed of two words ‘social’ and
‘maturity’.

The term social is derived from Latin word ‘socius’ which means
companion or ally.

According to New International Webster’s Dictionary of English

- of or pertaining to society or its organization.
- friendly towards others; sociable
- of or pertaining to public welfare.
According to Merriam’s Webster’s Collegiate Dictionary (2001) social means

- involving allies or confederates
- marked by or passed in pleasant companionship with one’s friends or associates.
- of relating to human society the interaction of the individual and group or the welfare of human beings as members of society.
- tending to form cooperative and interdependent relationships with other of one’s kinds; gregarious.

The term ‘maturity’ is used to describe behavioural and physical changes which occur as a direct result of genetic action but which emerges as the animal or human matures and grows older. Psychologically maturity may perhaps be used to stand for aggregate of traits that appear more often in adults than in children or adolescents. To some, maturity implies that demotionalizing of most of life, (Pre Scott, 1938) by meeting it on a purely rational basis, others see maturing in the finding of a cause, in the complete sacrificing or losing of the self in some mostly purpose which has a highly emotionalized value for the individuals. According to Raj M. (1996) maturity refers to the physical, psychological and social development of an individual to a level of acceptable competence.

According to Good, C.V. (1959) Social maturity is a state of development in which the attitudes, understanding, feelings, skills of the individual with respect to human relationship, social tools and social institutions are those which tend to be typical of the adult, this state being characterized, in most cultures, by the capacity for heterosexual love and by a relatively high degree of self control, social interest and altruism.

Page, G.T. and Thomas, J.B. (1977) described social maturity as the degree of growth in social and vocational abilities.

Goldenson, R.M. (1984), viewed social maturity as the development of social standards and behaviour that are the norms for adults of the particular age of individual.

Raj, M. (1996) defines social maturity as a level of social skills and awareness that an individual has achieved relative to particular norms related to an age group. It is a measure of the development competence of an individual with regard to interpersonal relations, behavioural appropriates, social problem solving and judgement.

Social maturity is a sort of ‘Psychological Weaning’, with no clear cut ages defined. It is indicated by such behaviour as self-reliance, absence of prejudice, and being able to amuse oneself.

Social Maturity is an indication of good social adjustment. It has been defined as an indication of willingness and ability to orient oneself and various activities and customs of the group, to make a proportionate contribution to the work done, to take suitable part in social exchange, to assume a reasonable amount of responsibility and to adjust oneself to the inevitable limitations and restrictions of the community life without waste of energy and loss of satisfaction (Long, 1949).

Social maturity implies on the one hand well-developed social awareness, deep and clear understanding of the social heritage and appreciation of the value of customs, manners and mores of the rules that govern the social behaviour, of the rights of others, and of his own responsibilities as a member of a social group. He understands the importance of the social organisation in
which he lives, the desirability of rules and laws to govern behaviour and the overall objectives and purposes of the social structure. Secondly, he develops patterns of behaviour, habits, attitudes, manners and skills which will help him to fit into group-living and contribute to the welfare of the group. These adjustments of behaviour patterns make for his social effectiveness and ensure social welfare and progress.

**Characteristics of Social Maturity**

The child moves from a completely dependent and self-centred existence to independent and socially mature behaviour. *Pasricha, P. (1963)* derived certain criteria from the social roles and expectations that have been established to determine the social maturity of an individual.

- A socially mature individual is expected to make judgements, decisions and take appropriate action in face of problems and crucial issues.
- He is expected to participate in co-operative activities without conflict with others. This can be possible if he knows the rules of fair give-and-take in social situations.
- A socially mature individual is capable of taking responsibility for his own actions. He ought to understand the significance and the implications of his actions.
- Socially mature individual is capable of making and keeping a large number of friendships.
- A socially mature individual is expected to have a well-balanced and objective estimate of himself. His attitude towards self and others depends upon the right estimate of his position in the group.
- He is able to adjust to different situations. He finds it easy to assume different roles in view of the immediate situation.
According to Greenberger, E. and Sorenson, A.B. (1973) five main characteristics of social maturity and its related terms, are summarized as:

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<th>Characteristics</th>
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| Self-confidence     | • Acceptance of self  
                      | • Emotional security;  
                      | • Freedom from egotism, inferiority                                          |
| Self-direction      | • Independence  
                      | • Autonomy and initiative  
                      | • Self-sufficiency.                                                          |
| Social feeling      | • Trust  
                      | • Democratic character structure  
                      | • Warmth relating to others  
                      | • Empathy : accurately perceptive and responsive to others  
                      | • Intimacy                                                                |
| Productivity        | • Ability to work  
                      | • Industry-task orientation  
                      | • Competence  
                      | • Skills for solving objective problems Deepening of interest  
                      | • Generativity                                                            |
| Social & human values | • Ethical certainty  
                      | • Integrity  
                      | • Autonomous Conscious  
                      | • Humanistic values                                                        |
**Social Maturity Components**

The framework for the integrated conceptual virtues of social maturity was adopted from the Psycho-social structure formulated by Greenberger, E.; Knerr, C.B. and Brown J.B. (1974). It comprises of general characteristics which represent the most common types of demands made by all societies on the individuals and at the same time specific categories which are culture specific attributes of individuals that enable them to meet these demands. The three dimensions of social maturity and its components are given below:

**I. Personal Adequacy**

- **Work Orientation**
  
  Manifests in the perception of work related skills and development of proper attitudes towards work in terms of knowledge of standards of competence in performing tasks, capacity for experiencing pleasure in work leading to self-sufficiency.

- **Self-Direction**
  
  Manifests in one's own capacity to independently act and exercise control over one's actions. This also involves the initiative an individual takes in directing himself and his actions with a feeling of security and full faith in one's efforts.

- **Ability to take stress**
  
  An ability to exhibit appropriate emotional stability and react without embarrassing either himself or the group he is in. It also involves ability to undertake difficult and challenging tasks with assurance.

**II. Interpersonal Adequacy**

- **Communication**
  
  Involves an ability to understand, write, communicate and make clear meaningful speech and gestures. The ability also involves empathy which
sensitizes the individual to the affective domain and demands effective communication.

- **Enlightened Trust**
  Includes a general belief that it is acceptable to rely or depend on others when need arises. It involves clear functioning of enlightened decision about whom, when and how much to trust.

- **Cooperation**
  Is an altruistic tendency to join others in their efforts in order to reach a mutually desirable goal. It involves ability to regard rules and practices more as a reciprocal social agreement than a rigid, unchangeable law.

### III. Social Adequacy

- **Social Commitment**
  Involves a feeling of oneness with others, willingness to modify or relinquish personal goals in the interest of societal goals and also a readiness to invest in long term social goals.

- **Social Tolerance**
  Involves a person's willingness to interact with individuals and groups, who differ from him. Sensitivity to the right of individuals and groups who differ from him, thus accepting the difference as a means of building out-group loyalties.

- **Openness to change**
  Involves willingness to accept changes in the social setting and adapt oneself to the demands of these changes.

### NEED AND JUSTIFICATION OF THE STUDY

Three main fields of social action that have been given increasing attention in the last decade in India are, to raise the standard of women in various spheres like Economic, Social, Educational and Political fields; the
development of healthy child with special reference to early child-hood care and education and the upliftment of scheduled caste people to enable them to bridge the gulf which in the past separated them from main stream.

But not much work has been done to study the scheduled caste women. It is generally accepted that the traditional Indian society was stratified according to caste system. The scheduled castes were placed on the lowest rungs of the social ladder. So the women from this community suffer from two disabilities;

(1) First they are women

(2) Second they belong to the scheduled castes and this fact make their position doubly handicapped.

But in the recent years, there has been perceptible change in the status of women in the fast changing society. Scheduled castes are no exception to this change, since independence, the constitutional and legislative benefits bestowed upon the scheduled castes have raised their standard of living. Though providing ample employment opportunities for the women have improved the living conditions in the society on one hand but have affected early childhood care and education of their children to a great extent on the other hand. While the Indian Education Commission (1882) was first to recognise the need for the education of Harijans, Backward classes, Aboriginal and Hill tribes, the constitution of free India (1950) envisaged sufficient provisions under different articles providing protection against untouchability, upliftment of socially and educationally backward classes, scheduled castes, education of children, especially girls and women. Backward Classes Commission (1953), National Committee on Women (1959), Hansa Mehta Committee (1962), Bhaktavatsalam Committee (1963), National Council for Women Education (1964-70) The department of social welfare Government of
India (1971), NPE (1986) and our Ten five year plans have laid emphasis on living conditions of women.

Child being the major concern is also one of the priority areas in the National policy of Education. Article 2, 39 and 45 of the constitution of India provides for the care, protection and provision of adequate facilities for the proper development of its future citizens. Sufficient attention has been paid by the thinkers and Government by way of setting-up commissions and enacting legislations for; integrated child development services, programmes and also establishing special cells for pre-child primary education. National policy resolution for children (1974), lead to formation of National Children Board (1974) and the fifth five year Plan Document (1974-79) laid much emphasis for raising the beneficiaries of pre-school children of age group of 3-6 years to 10% and limited to children from the most under privileged group from urban slums, poor rural families and tribal areas. It proposed programmes like nutrition, immunisation health, welfare services in a number of selected areas. Other three five year plans, National policy on Education (1986) and Rama Murthy Report (1992), Integrated child development services (ICDS), Sarv Shiksha Abhiyan (SSA) and many social organisations have made sufficient efforts to expand pre-primary education as a part of ECCE.

Inspite of proper understanding, policy formulation, steps for implementation and the efforts made by various organisations the results obtained are elusive and far from satisfactory in our country. The reasons are many, the most important being translating the programmes into action in vast majority of rural far-flung areas, willingness to overcome inertia, socio-economic background.

Today, the importance of ECCE is universally recognized. In India also, though lately, its importance is well accepted and its demand is also on rise. Both the govt and public sector as well as voluntary organizations run the pre
primary schools and child centers to provide the ECCE services. Such centers are mushrooming every year. The government has also made plans and steps to maintain the quality of ECCE programmes.

Parents are sending their children to these schools or centers with great hope that they would meet the needs of their children to what extent they are meeting the parental expectations is yet to be ascertained.

In what way the ECCE programme is implemented in terms of means and objectives set forth for it and what impact does ECCE programme have on the holistic development of the children is yet to be ascertained.

In view of this the present study was necessitated mainly to seek systematic evaluation for seeking answer to the following questions:

Are the ECCE programmers running effectively in terms of objectives set forth for it?

What impact do these programmes have on the holistic development of the children?

The answers to the above questions will certainly enable concerned persons and institutions to take necessary steps for devising the framework of ECCE in India, to improve the present situation and raise the quality of the programmes. It will also provide guidelines with which the central policy makers and planners for planning and development of effective programme on ECCE. It will also provide certain basis for them for selecting the appropriate programme for their children.

A close analysis of review of related and relevant literature clearly shows that despite of special commitments made to scheduled tribes in the field of economic, social, educational development and ECCE programmes for scheduled tribes, no tangible results have been made. It has been felt that protection given to such women in the constitution and subsequent efforts made have not yielded desired results.
A very few research studies have been carried out by researchers in India in the field of working women and ECCE and also on scheduled caste women. There is a great paucity of such research work in India.

The investigator felt inspired to take up this study as the entry of scheduled caste women into organised sector of work is of recent origin. No work has been done to determine the impact of ECCE on emotional and social maturity of children so far.

Keeping in view the priority area, the investigator was prompted to take up the study to gather specific information on how and to what extent scheduled caste mothers are able to provide early childhood care and education to their children and how far the care provided by working and non-working mothers in early childhood affects the social and emotional maturity of the children lateron.

The investigator has chosen to carryout the survey and study at Chandigarh, U.T. which according to census of India, 1991, has the total population of is 642,015 and out of this total population of scheduled caste is 1,05,977 including the total no. of females 47,427. The number of females in Urban area is 41,373 and rural 6,050.

STATEMENT OF THE PROBLEM

COMPARISON OF EARLY CHILDHOOD CARE AND EDUCATION PROVIDED BY WORKING AND NON-WORKING SCHEDULED CASTE MOTHERS.

OPERATIONAL DEFINITIONS

For the purpose of study the following operational definitions would be used.
a) Working Mothers

Working mothers being defined as, those engaged in any occupation which requires their absence from the home for at least five hours a day and working ever since the birth of the child. This includes, women in agriculture, in Industries, in offices, in professions or in self-employment.

b) Non-Working Mothers

Non-working mothers being defined as, those mothers who are not engaged in any occupation and stay at home to look after their children ever since the birth of the child.

c) Early Child-hood Care

Early child-hood care included behaviour such as breast-feeding, feeding, providing shelter and supervision, preventing and attending to illness as well as engaging in social interaction and providing a stimulating environment for play and exploration.

d) Early Child-hood Education:

Early child-hood education being defined as, all education that a child experiences or goes through, from the time he is born to the time he begins formal schooling.

Before a child is admitted to a school for formal education, social, individual and communication preparedness is to be looked into. This pre-school readiness is aided by Nursery Schools, Balwadis and Kindergarten experiences.

e) Socio-Economic Status (SES)

Socio-Economic Status is an indication of ones position in the society one lives in, in terms of his material belongings and cultural possessions along with the degree of respect, power and influence one yields.
OBJECTIVES OF THE STUDY

The study was conducted to attain following objectives:
1. To study the emotional maturity of students’ of working and non-working schedule caste mothers’.
2. To study the impact of rural and urban background of working and non-working schedule caste mothers’ on emotional maturity of students’.
3. To identify the difference between emotional maturity of students’ of working and non-working schedule caste mothers’.
4. To study the impact of socio-economic-status of working and non-working schedule caste mothers’ on emotional maturity of students’.
5. To study the impact of parental attitude of working and non-working schedule caste mothers’ on emotional maturity of students’.
6. To study the social maturity of students’ of working and non-working schedule caste mothers’.
7. To study the impact of rural and urban background of working and non-working schedule caste mothers’ on social maturity of students’.
8. To identify the difference between social maturity of students’ of working and non-working schedule caste mothers’.
9. To study the impact of socio-economic-status of working and non-working schedule caste mothers’ on social maturity of students’.
10. To study the impact of parental attitude of working and non-working schedule caste mothers’ on social maturity of students’.

HYPOTHESES OF THE STUDY

The study has been designed to study the following hypotheses

H.1. There is no significant difference in the emotional maturity of students of schedule caste working and non-working mothers.

H.2. There is no significant difference in the emotional maturity of students of schedule caste working and non-working mothers of rural area.
H.3. There is no significant difference in the emotional maturity of students of schedule caste working and non-working mothers of urban area.

H.4. There is no significant difference in the emotional maturity of rural male students of schedule caste working and non-working mothers.

H.5. There is no significant difference in the emotional maturity of urban male students of schedule caste working and non-working mothers.

H.6. There is no significant difference in the emotional maturity of rural female students of schedule caste working and non-working mothers.

H.7. There is no significant difference in the emotional maturity of urban female students of schedule caste working and non-working mothers.

H.8. Students of schedule caste of working and non-working mothers will not be different on mean scores for emotional maturity.

H.9. There will be no significant difference in emotional maturity of students of mothers’ of high, average and low socio-economic status.

H.10. There will be no significant difference on the interaction effect of schedule caste working/non-working mothers’ and socio-economic-status on emotional maturity of students’.

H.11. The emotional maturity of students’ of high S.E.S. and average S.E.S. of schedule caste working mothers’ will not be different.

H.12. The emotional maturity of students of high S.E.S. and low S.E.S of schedule caste working mothers’ will not be different.

H.13. The emotional maturity of average S.E.S and low S.E.S of schedule caste working mothers’ will not be different.

H.14. The emotional maturity of students of high S.E.S and average S.E.S of schedule caste non-working mothers will not be different.

H.15. The emotional maturity of students of high S.E.S and low S.E.S of schedule caste non-working mothers will not be different.

H.16. The emotional maturity of students’ of average S.E.S and low S.E.S of schedule caste non-working mothers will not be different.
H.17. The emotional maturity of high S.E.S students of schedule caste working and non-working mothers will not be different.

H.18. The emotional maturity of average S.E.S students of schedule caste working and non-working mothers will not be different.

H.19. The emotional maturity of low S.E.S students of schedule caste working and non-working mothers will not be different.

H.20. Students’ of schedule caste working and non-working mothers will not be different on mean scores for emotional maturity.

H.21. There will be no significant difference on emotional maturity of students of schedule caste mothers’ of high, medium and low parental attitude of mothers’.

H.22. There will be no significant difference on the interaction effect of schedule caste mother’s working/non working and parental attitude of mothers’ on emotional maturity of students’.

H.23. The emotional maturity of students’ of high P.A. and medium P.A. of schedule caste working mothers’ will not be different.

H.24. The emotional maturity of students of high P.A. and low P.A. of schedule caste working mothers’ will not be different.

H.25. The emotional maturity of medium P.A. and low P.A. of schedule caste working mothers will not be different.

H.26. The emotional maturity of students of high P.A. and medium P.A. of schedule caste non-working mothers will not be different.

H.27. The emotional maturity of students of high P.A. and low P.A. of schedule caste non-working mothers will not be different.

H.28. The emotional maturity of medium P.A. and low P.A. of schedule caste working non-working mothers will not be different.

H.29. The emotional maturity of high P.A. students of schedule caste working and non-working mothers will not be different.

H.30. The emotional maturity of medium P.A. students of schedule caste working and non-working mothers will not be different.
H.31. The emotional maturity of low P.A. students of schedule caste working and non-working mothers will not be different.

H.32. There is no significant difference in the social maturity of students of schedule caste working and non-working mothers.

H.33. There is no significant difference in the social maturity of students of schedule caste working and non-working mothers of rural area.

H.34. There is no significant difference in the social maturity of students of schedule caste working and non-working mothers of urban area.

H.35. There is no significant difference in the social maturity of rural male students of schedule caste working and non-working mothers.

H.36. There is no significant difference in the social maturity of urban male students of schedule caste working and non-working mothers.

H.37. There is no significant difference in the social maturity of schedule caste urban female students of working and non-working mothers.

H.38. There is no significant difference in the social maturity of schedule caste rural female students of working and non-working mothers.

H.39. Students’ of schedule caste working and non-working mothers will not be different on mean scores for social maturity was not accepted.

H.40. There will be no significant difference between social maturity of students of schedule caste mothers’ of high, average and low socio-economic status.

H.41. There will be no significant difference on the interaction effect of schedule caste mother’s working/non working and socio-economic-status on social maturity of students’.

H.42. The social maturity of students’ of high S.E.S. and average S.E.S. of schedule caste working mothers’ will not be different.

H.43. The social maturity of students of high S.E.S. and low S.E.S of schedule caste working mothers’ will not be different.

H.44. The social maturity of average S.E.S and low S.E.S of schedule caste working mothers’ will not be different.
H.45. The social maturity of students of high S.E.S and average S.E.S. of schedule caste non-working mothers will not be different.

H.46. The social maturity of students of high S.E.S and low S.E.S. of schedule caste non-working mothers will not be different.

H.47. The social maturity of students' of average S.E.S and low S.E.S of schedule caste non-working mothers will not be different.

H.48. The social maturity of high S.E.S students of schedule caste working and non-working mothers will not be different.

H.49. The social maturity of average S.E.S students of schedule caste working and non-working mothers will not be different.

H.50. The social maturity of low S.E.S students of schedule caste working and non-working mothers will not be different.

H.51. Students' of schedule caste working and non-working mothers will not be different on mean scores for social maturity.

H.52. There will be no significant difference between social maturity of students of schedule caste mothers’ of high, medium and low parental attitude of mothers’.

H.53. There will be no significant difference on the interaction effect of schedule caste mother’s working/non working and parental attitude of mothers’ on social maturity of students’.

H.54. The social maturity of students’ of high P.A. and medium P.A. of schedule caste working mothers’ will not be different.

H.55. The social maturity of students of high P.A. and low P.A. of schedule caste working mothers’ will not be different.

H.56. The social maturity of medium P.A. and low P.A. of schedule caste working mothers’ will not be different.

H.57. The social maturity of students of high P.A. and medium P.A. of schedule caste non-working mothers will not be different.

H.58. The social maturity of students of high P.A. and low P.A. of schedule caste non-working mothers will not be different.
H.59. The social maturity of students’ of medium P.A. and low P.A. of schedule caste non-working mothers will not be different.
H.60. The social maturity of high P.A. students of schedule caste working and non-working mothers will not be different.
H.61. The social maturity of medium P.A. students of schedule caste working and non-working mothers will not be different.
H.62. The social maturity of low P.A. students of schedule caste working and non-working mothers will not be different.

DELIMITATIONS OF THE STUDY

The study was delimited with regard to
1. The study was delimited to schedule caste students’ of IX th class only.
2. The study was delimited to only children of working and non-working mothers’ of schedule caste.
3. The sample of study included 800 schedule caste students of Chandigarh and adjoining villages of U.T.
4. The two aspects of child development i.e. emotional and social maturity were studied.
5. The three type of socio –economic status i.e. high, average and low of working and non-working mothers’ of schedule caste were studied.
6. The three type of parental attitude i.e. high, medium and low of working and non-working mothers’ of schedule caste were studied.