



A Comparison of Preschool Education and Anganwadies Centers in India

Dr. Rubina Singh¹

Journal for Educators, Teachers and Trainers, Vol. 14 (3)

<https://jett.labosfor.com/>

Date of reception: 11 Feb 2023

Date of revision: 20 Mar 2023

Date of acceptance: 01 Apr 2023

Dr. Rubina Singh (2023). A Comparison of Preschool Education and Anganwadies Centers in India. *Journal for Educators, Teachers and Trainers*, Vol. 14(3). 110-115.

¹Asst. Professor, Uday memorial B.ed. College, Ranchi University, Jharkhand



A Comparison of Preschool Education and Anganwadies Centers in India

Dr. Rubina Singh¹

¹Asst. Professor, Uday memorial B.ed. College, Ranchi University, Jharkhand

Email: rubinasristi@gmail.com

ABSTRACT

Pre-school is an indicator of how well an educational system serves its students in the long run, as it prepares them for kindergarten and beyond. Therefore, every country is increasingly concerned with ECCE in light of its importance & repercussions. Thus, in the current context, ECCE is delivered mostly through private Pre-schools & public Anganwadies. The study's overall goal is to examine how private pre-schools and Anganwadies stack up in terms of teacher education and physical facilities in comparison to NCERT standards. Three private preschools and three community-run Anganwadies were selected for the study. Statistical analysis was utilized on the acquired data to contrast the two schools' facilities & determine whether or not they offered significantly different levels of instruction. According to the results of the survey, the majority of Anganwadies teachers lack the requisite qualifications as set forth by NCERT, while the vast majority of private Pre-school educators do. Additionally, the survey found that pre-schools fared better than Anganwadies in terms of the quality of their physical facilities.

Keywords: Early Childhood Care and Education, Private Pre-school, Anganwadies

1. INTRODUCTION

Recent years have seen the rise of the phrase "early childhood" to represent the time period before a kid begins formal education. Many parents today enrol their toddlers and pre-schoolers in formal education programmes as early as age two or three. Education for kids between the ages of two and five, prior to formal schooling, is known as "early childhood education" in many developed and developing nations. Care and education are two major factors in early childhood development. Nutrition, immunizations, physical and mental protection, and encouragement all go under the umbrella phrase "care."

In India, "kindergarten" refers to the first year of formal schooling after birth. The name "kindergarten," originally meaning "children's garden," was coined by Friedrich Frobel in 1837. There has been an increase in the demand for early childhood education in India, and the country has responded by opening numerous pre-primary school options. There is widespread agreement that a child's exposure to educational opportunities prior to entering kindergarten is crucial to setting him or her up for future success in school and in life.

Ages 3 to 5 are included in the range of covered children. There are a few programmes out there that try to get students ready to study. Like elementary school kids, the kids at these Early Childhood Care and Education Centers get a midday meal. Privately managed schools typically use an English language curriculum. Classes at these institutions often begin at the Kindergarten (KG) or Nursery (Nursery) level. A kid must therefore spend two years in the pre-school Nursery and KG classes before entering Class I, during which time he or she will participate in a variety of developmental activities.

Early childhood is a crucial era for brain development that lays the groundwork for subsequent learning. The early experiences offered to children at this age impact their brain development and form neural connections that serve as the foundation for language, reasoning, problem solving, social skills, behavior, and emotional wellness.

2. LITERATURE REVIEW

India has the world's highest child population, with 60 million children aged between 3 and 6. Since 1951, the welfare of children has been a vital aspect of India's development agenda. During the preschool years, children are served in a variety of private, public, and nonprofit settings. Early childhood centres have become everyone's concern, particularly in light of their vital function in the child's all-around development and in terms of primary school access. Studies have demonstrated that preschool education gives children a better start in life and, consequently, a greater opportunity for future success. For the development and education of children throughout this period, a rich environment is required. This involves the provision of high-quality preschool facilities for youngsters outside of their families (Murlidharan, 1984). One study indicated that compared to children who did not attend preschool, those who did had considerably better scores in early reading, early

mathematics, and language (Laosa, 2005). So, good preschool programmes improve students' emotional, linguistic, and cognitive development. Children's Action Alliance (2005) found that children who grew up in enriched settings were more likely to feel safe emotionally, to have high self-esteem, and to use language skills effectively. Better social and behavioural development occurs in preschool classrooms where teachers have more education (Melhuish, 2003). One of the greatest initiatives of the Indian government is the Integrated Child Development Services (ICDS). There is a large system of ICDS centres, also known as anganwadis, which deliver the necessary services. Since a high-quality early childhood development centre may be maintained at a cheap cost even when housed in a courtyard, or *angan*, the name *anganwadi* was coined to describe such a facility (National Institute of Public Cooperation and Child Development, 2006). The ICDS non-formal preschool education programme has been recognised as not only helping to the universalization of primary education, but also as a crucial contribution for a good foundation for development. Yet, one of the biggest obstacles to high-quality preschool education in anganwadis is the lack of skill-based training of AWWs (Anganwadi workers) (Saini & Chhikara, 1993). Anganwadi children are less likely to know their forms, body parts, poems, and numbers than children who do not go. Generative and Lack of resources & chances for a variety of development-related activities has led to a severe under-provision of those aimed at fostering fine motor skills (Malviya et al, 1999).

3. Rationale of the study

An infant's first years are included in the scope of early childhood education and care, which extends all the way through the beginning of formal schooling. It's a crucial period for a kid's all-around growth and development before they head off into the big, wide world. Health (including the health of the mother from conception until birth) is the primary priority throughout the first three years of life; health and education are the primary focus during the next three. Since this is the stage in a child's development when they begin interacting with other people, it is crucial that we provide them with lots of love and care. The preschool years lay the groundwork for future academic success. As a result, a lot of work has gone into enhancing and expanding the field of early childhood education and care.

Since early childhood care and education are so critical, it is essential to learn about the current state of private pre-schools and anganwadis. The Rajasthan ICDS programme has only helped with the development and upkeep of anganwadies. The ICDS's five main goals are all focused on the welfare of children. In addition, a set of services is provided to further improve the outcomes. Rajasthan's Anganwadi Centers are nationally renowned thanks to the tireless efforts of the state's government and its staff. In addition, as parents and community members in general become more cognizant of the value of starting school early, more and more pre-schools are being established, particularly in urban areas. As a result, a comparison of publicly funded Anganwadis and privately run preschools was required. These are the two organisations responsible for the crucial work of child rearing. NCERT established guidelines for preschools, including requirements for teachers' credentials, facilities, documentation, and attendance records. At this level, students need to be taught by teachers who are both qualified and passionate about their subject matter if they are to make meaningful progress. Furthermore, it is critical to investigate whether privately operated nurseries are merely fronts for a more sinister enterprise. Inquire about the facilities, the quality of the teaching staff, and whether or not any specialised programmes are available for the children. It is crucial to examine the human and material differences between private pre-schools and anganwadies. Understanding how parents feel about private preschools and anganwadies, as well as what they hope to gain from them, is also critical. The weaknesses and strengths of these two organisations are expected to be reflected in the findings. It will also aid policymakers and authorities in creating a methodical process for boosting child development in all areas.

There are numerous government-funded anganwadies and privately owned preschools in operation across Rajasthan right now. The Anganwadi was founded with clear goals in mind, but it's unclear what drives privately owned day-care centres. Some of these private organisations are providing children with valuable educational opportunities, but it's commonly assumed that they're in it solely for the money. Therefore, a comprehensive investigation is required to learn about the current situations and issues faced by these two organisations. In addition, research into whether or not these two organisations provide quality early childhood care and education is essential.

With these assumptions as a backdrop, the present study compares anganwadies and preschool centres with regard to their infrastructure facilities, the nature of early childhood education, and developmental activities carried out at the centres.

4. Statement of Problem

The problem of the study has been stated as "A comparison of Anganwadies and Pre-school within south area of Rajasthan"

5. Research Question

Compared to public Pre-schools and Anganwadies, do private Pre-schools have different requirements for teachers' credentials and facilities?

6. Objectives

- To compare and examine the education qualification of private Pre-school and Anganwadies teachers
- To evaluate and compare the physical facilities of private pre-school and Anganwadies per NCERT norms

7. Research methodology

To accomplish its aims, the study has drawn on both primary and secondary sources of information. Direct interviews with Pre-School and Anganwadies Center Directors, Teachers, and Parents were conducted as primary sources. Data from the institution's administrative files constitutes a secondary source. The population of the study comprise of all the Pre-school and Anganwadies within the south area of Rajasthan. Data was collected from 4 private Pre-schools and Anganwadies centres. The information was gathered using a combination of in-class observations, a questionnaire, an interview schedule, and student attendance records. Differences were calculated and displayed as percentages after further analysis and tabulation.

8. RESULT AND DISCUSSION

The research findings are presented in the context of existing infrastructure and education qualification of teachers.

Objective 1: To compare and examine the education qualification of private Pre-school and Anganwadies teachers

Table 1: Comparison between education qualification of Pre-school and Anganwadies Teacher

Education Qualification	Pre-school		Anganwadies	
	Frequency	Percentage	Frequency	Percentage
Graduate	5	41.66%	5	100%
Post Graduate	7	58.33%	0	0

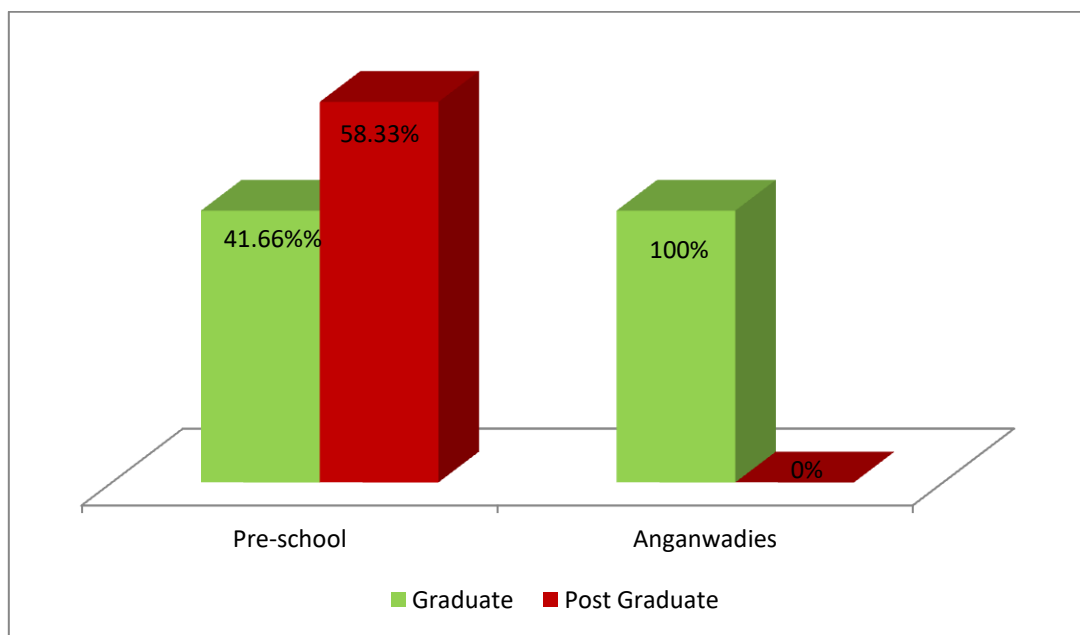


Fig.1: Comparison between education qualification of Pre-school and Anganwadies Teacher

Table 2: Teachers having diploma in Early Childhood and Education (ECE)

Diploma in ECE	Pre-school		Anganwadies
	Frequency	Percentage	Frequency
	4	33.33%	0

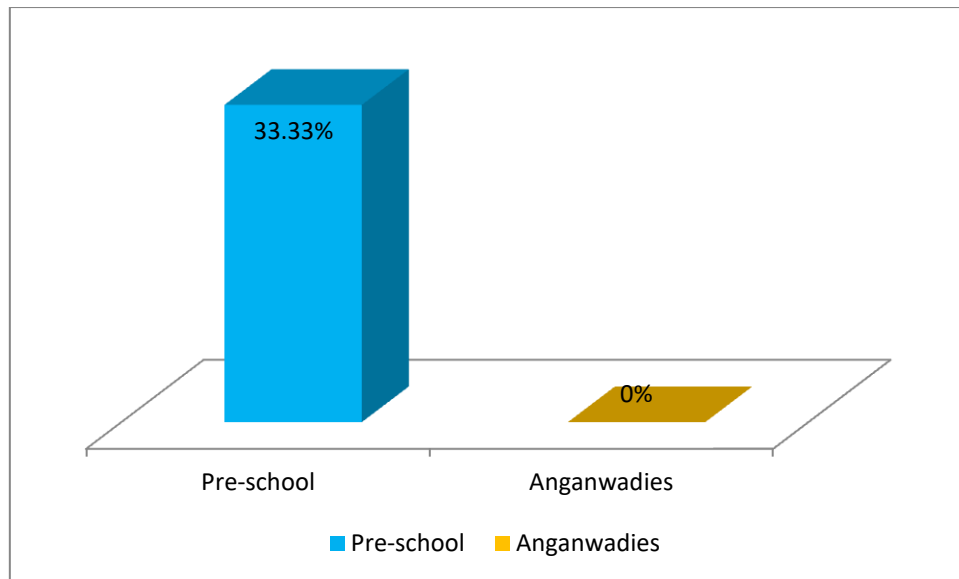


Fig.2: Teachers having diploma in Early Childhood and Education (ECE)

The analysis reveals that out of 12 pre-school and 5 Anganwadies teachers, 41.66% were graduates, and 58.33% of pre-school teachers were post-graduates. All five anganwadies teachers were graduates, rather than post-graduates. As per the NCERT's requirements for pre-school teachers, a teacher must have completed Class XII and possess a diploma in early childhood education. However, as can be seen from the table, anganwadies teachers did not possess this diploma, while 33.33% of private pre-schools have completed this early childhood education.

As we can see from the table, private preschool teachers are more likely to have credentials that fulfill NCERT standards than Anganwadies teachers do.

Objective 2: To evaluate and compare the physical facilities of private pre-school and Anganwadies as per NCERT norms

Table 3: Check-list

NCERT Norms	Anganwadies				Pre-School			
	1	2	3	4	1	2	3	4
Where (the preschool/Anganwadies are) easily reachable Depending on the available transportation, the distance can range from 1 km to 8 km.	✓	✓	✓	✓	✓	✓	✓	✓
Separate indoor storage, sleeping quarters, and a place for toys	✓	X	✓	X	✓	✓	✓	✓
Drinking water filtered water	✓	✓	X	X	✓	X	✓	✓
Furniture provided in the class chairs, bench, table, mat, blackboard, rags	✓	✓	✓	✓	✓	✓	✓	✓
Rooms should be well ventilated	✓	X	X	✓	✓	✓	✓	✓

Examination of the produced results In accordance with the guidelines established by the NCERT, Table No. 3 is provided below. The private pre-school and Anganwadies are all located in safe neighborhoods without any obstacles like busy roads, water features, or rubbish dumps. Private pre-school and Anganwadies seldom ever have access to outside areas for children to play. Most classrooms, with the exception of one Anganwadies, have adequate ventilation. Private pre-schools have access to indoor space, separate storage, sleeping facilities, and play corners, while two anganwadies can afford such amenities.

Both facilities have access to basic furniture items such as chairs, benches, tables, mats, blackboards, and rags. Two Anganwadies and three private pre-schools offer children with filtered water, while one Anganwadies and one private pre-school allow children to drink from the water faucet. When it comes to restrooms, both public anganwadies and private preschools are up to par with NCERT standards.

CONCLUSION

The most important factor in preparing children for elementary school and giving them a head start on developing their abilities and knowledge is preschool education. All kids should be able to go to preschool so

they can take advantage of the many opportunities and experiences it gives them to grow and develop as whole people. Education for Children Education before entering formal schooling is crucial because it lays the groundwork for the child's future success in all areas of life. Between ages 0 and 3, ECCE primarily focuses on health; between ages 3 and 6, it focuses on both health and education. Since this is the stage in a child's development when they first start forming relationships with others, it is crucial that we give them lots of love and attention.

According to the National Focus Group on Early Childhood Education NCERT, 2005, this period of life is crucial because it lays the groundwork for the formation of long-lasting patterns of thought and behaviour. The National Council on Education for the Young Child (NCERT) specifies that in order to teach preschool, one need to have completed at least through Class XII and hold a Diploma in Early Childhood Education (ECE). No Anganwadi educator in the current sample holds a Diploma in Electronics and Communication Engineering. Conversely, only few private pre-school instructors receive such training; hence, the study's authors conclude, skilled teachers are necessary to achieve the ultimate purpose of pre-school.

Accessible & devoid of traffic, ponds, wells, and waste, the locations of both private pre-schools and anganwadies were ideal, according to the results of the current study, which followed NCERT guidelines. The rooms had adequate ventilation and indoor space, and the student furniture was adequate as well. However, most private pre-schools and Anganwadies are housed in rented buildings and hence lack outdoor area for children to play. As a result, further care had to be taken throughout construction.

REFERENCES

1. Aggarwal, J. C & Gupta, S. (2014). Early Childhood Care and Education. Delhi: Shirpa Publications
2. Akhlar, M. (2013). A Comparative Study of government and private absenteeism at Secondary Level in District Bahawalpur. *Journal of education and vocational research*, 4(8), 225-229.
3. Children's Action Alliance (2005) Quality Preschool Leads to School Success. http://www.azchildren.org/MyFiles/PDF/_preschool_rocks_.pdf
4. Chuaungo, Lalhmasai. (2001). An Analytical Study of Pre-school Education in Mizoram (Ph.D Thesis). NEHU, Mizoram Campus. Retrieved from <http://dspace.nehu.ac.in/handle/1/4537>.
5. Das, S.K. (1999) Early Childhood Education in Haryana: an evaluative study of anganwadi programmes. Haryana: Krukshetra University.
6. Laltanpuui. (1998). An Analytical Study of Pre-school Education in Mizoram (M.Ed - Unpublished Dissertation). NEHU. Aizawl. Retrieved from <http://dspace.nehu.ac.in/handle/1/4537>.
7. Laosa, L.M. (2005) Effects of Preschool on Educational Achievement. National Institute for Early Education Research Working Paper. <http://nieer.org/resources/research/EffectsPreK.pdf>
8. Malviya, A., Mittal, S. & Mehta, N. (1999) Evaluation of Preschool Activities of Anganwadi in Bhiwani ICDS Block of Haryana, NCERT Indian Journal of Education.
9. Melhuish, E. (2003) The Effective Provision of Preschool Education Project. London: Institute of Education, University of London & Department for Education and Skills.
10. Murlidharan, R. (1984) Preschool Education: profile of children in India. New Delhi: National Institute of Public Cooperation and Child Development.
11. National Council of Educational Research and Training (2019). The Pre-school Curriculum. Retrieved from <http://www.ncert.nic.in/>
12. National Institute of Public Cooperation and Child Development (2006) An Appraisal. NIPCCD. New Delhi
13. Saini, N. & Chhikara, S. (1993) The Current Status of Preschool Education, *Journal of Indian Education*, 19(2), 20-24.
14. Sander, S. (2003) Why Quality Physical Activity Programs are Important. Department of Health and Physical Education at Tennessee Technological University, Washington, DC.
15. Shabnam, N. (2003) Pre-school Education and Under-privileged Children. New Delhi: Sarup.
16. Swaminathan, I. (1990) Cognitively Oriented Programme for Preschool Children: a record manual. Bangalore: Karnataka.
17. Working Group on Development of Children for the Eleventh Five Year Plan (2007-2012) (2007) Early Childhood Education in the Eleventh Five Year Plan (2007-2012). New Delhi: Ministry of Women and Child Development, Government of India. <http://wcd.nic.in/wgearlychild.pdf>
18. Zia, Asma. (2015). A Comparative Analysis of Public and Private Educational Institutions: A Case Study of District Vehari. *Journal of Education & Practices*, 6(16), 122-130.