

A REPORT ON Awareness and Utilization of Early Childhood Care and Education (ECCE) Day in the State of Uttar Pradesh – A study



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Awareness and utilization of early childhood care and education (ECCE) day in the state of Uttar Pradesh – A study

FOREWORD

Early childhood is the period from conception to age eight, a period that presents a developmental continuum. The first 6 to 8 years of a child's life are globally acknowledged to be the most critical years for lifelong development since the pace of development in these years is extremely rapid. These early experiences are largely determined by supportive family and community care practices, proper nutrition and health care, learning opportunities, which in turn are dependent on enabling policies and investments for young children and families. ECE positively impacts attendance, retention, and learning of children in elementary and higher education.

Recent research in the field of neuroscience, particularly on the brain, has provided convincing evidence of the '**critical periods**' located within these early years for the forming of synaptic connections in the brain and for the full development of the brain's potential. Research has also indicated that if these early years are not supported or embedded in a stimulating and enriching physical and psychosocial environment, the chances of the child's brain developing to its full potential are considerably, and often irreversibly, reduced. This stage in life is also important as a foundation for the inculcation of social values and personal habits, which are known to last a lifetime.

Early years of life are very crucial and formative years as foundation for holistic development of child is laid during these years which in turn helps in shaping the future of the child. Cohesiveness in terms of inputs during these years including-care, health, nutrition, early joyful learning experiences, that too, in an enabling and protective environment are the main concerns for Early Childhood Care and Education (ECCE) for children between 0-6 years of age and making community especially, parents aware about the importance of the said issues holds utmost importance for the greater concern of the future asset of our nation i.e. children and for which a day is organized on fixed day monthly basis i.e. 19th of each month at ECCE Centres. ECCE day provides a platform to the functionaries of the Centre and the parents/ community in which activities are organized for advocacy, awareness generation about ECCE and for their involvement as well as for establishing partnership for optimum development of children. It is organized with the purpose to enlighten parents/community about age and developmentally appropriate ECCE practices; facilitate their participation by creating opportunities to contribute human and material support to the Centre; inform them to



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get them well versed with the non-formal play and activity based method of learning and to inform about the progress of their child's growth, development and learning milestones.

“Monthly Early Childhood Care and Education Day (ECCE Day) is a way of awareness generation and involvement of community in Early Childhood Care and Education”. The ECCE day is being conducted at AWCs connects the Anganwadi Centres to the community for better delivery of services, including Early Childhood Education. Teachers demonstrate ECE activities along with the children, and also showcase their work. This has helped in increasing the retention and regularity of the children. It also provides a platform to the functionaries of the Centre and the parents/ community in which activities are organized for advocacy, awareness generation about ECCE and for their involvement as well as for establishing partnership for optimum development of children.

So, this study tries to explore status of organization of ECCE Day at AWCs in Uttar Pradesh. The broad objectives of the study are: to assess the availability of physical, financial and human resources to organize ECCE day; to assess the awareness of ECCE Day services amongst ICDS functionaries, its various stakeholders and beneficiaries; to assess the utilization of ECCE day provisions and to identify any gap(s) thereof; to have an insight about the convergence between ICDS, NHM; SSA; Water and Sanitation, Rural Development, Panchayati Raj; Social Justice and Empowerment etc. at grassroots level in organization of ECCE day; to propose possible strategies for quality service delivery of ECCE day; to develop quality indicators for assessing ECCE day and to share the findings for policy development/modifications etc. total of 120 AWCs from eight districts of Uttar Pradesh has been surveyed for the study.

The findings of the study revealed that ECCE day is providing a valuable platform to the functionaries of the Centre and the parents/ community in which activities are organized for advocacy, awareness generation about ECCE and for their involvement as well as for establishing partnership for optimum development of children. It is organized with the purpose to enlighten parents/community about age and developmentally appropriate ECCE practices. It facilitate their participation by creating opportunities to contribute human and material support to the Centre and inform them to get them well versed with the non-formal play and activity based method of learning and to inform about the progress of their child's growth, development and learning milestones.



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In this perspective, I am glad that National Institute of Public Cooperation and Child Development (NIPCCD), Regional Centre Lucknow conducted a study to assess the status of organization of Monthly ECCE day at AWCs and provided the viable recommendations for improvement of ECCE Day.

I accord my appreciation to Dr. D.D. Pandey, Regional Director, Lucknow, for their invaluable technical inputs and guidance in the study.

I would like to express my heartily thanks to Smt. Smita Srivastava, Research Assistant and Dr. Bhawana Srivastava, Project Assistant for conducting the study. I am also thankful to ICDS Department, Uttar Pradesh, DPOs, CDPO, Supervisors and AWW for coordinating and co-operating in data collection. I appreciate the contributions made by project staff for data collection, tabulation and for typing the report and designing the cover. Last but not the least, I would like to thank the all those who were directly and indirectly involved in the study and made this research a reality.

(L.K.Meena)
Director



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Abbreviations

ALMSC	Anganwadi Level Monitoring and Supported Committee
ANM	Auxiliary Nurse Midwifery
ASHA	Accredited Social Health Activist
AWC	Anganwadi Centre
AWHs	Anganwadi Helpers
AWW	Anganwadi Worker
BP	Blood Pressure
CDPO	Child Development Project Officer
CRC	Convention on the Rights of the Child
DPEP	District Primary Education Programme
DPO	District Probation Officer
ECCD	Early Childhood Care and Development
ECCE	Early Childhood Care and Education
ECD	Early Childhood Development
ECE	Early Childhood Education
EFA	Education for All
ICDS	Integrated Child Development Services
IFA	Iron and Folic Acid
IPC	Inter-personal Communication
LHV	Lady Health Visitor
MPR	Monthly Progress Report
MWCD	Ministry of Women and Child Development
NGOs	Non-Governmental Organizations



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NNM	National Nutrition Mission
NPC	National Policy for Children
NRC	Nutrition Rehabilitation Centre
NRHM	National Rural Health Mission
PRI	Panchayati Raj Institution
PSE	Pre School Education
RTE	Right to Education
SSA	Sarva Shiksha Abhiyan
TLM	Teaching/ learning materials
TT	Tetanus Toxoid
ULBs	Urban Local Bodies



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Executive Summary

Early childhood is a period for significant brain development that set foundation for later learning. At this time, the early experiences provided to the children influence their brain development and establish neural connections that provide basis for language, reasoning, problem solving, social skills, behavior and emotional health (Rhode Island Kids Count, 2005).

During the ages prior to three years, quality ECCE includes the health and nutrition of both the mother and the child, but also crucially includes cognitive and emotional stimulation of the infant through talking, playing, moving, listening to music and sounds, and stimulating all the other senses particularly sight and touch. Exposure to languages, numbers, and simple problem-solving is also considered important during this period.

Rationale of the Study

Anganwadi Services Scheme (ASS) one of the world's largest and unique programme addressing health, nutrition and psychosocial development of the child is also one of the flagship programmes of government of India aiming to enhance the mother's capability so as to look after the normal health and nutritional needs of the child through proper Nutrition and Health education. It also seeks to strengthen the capacity of mothers and communities for child care and early stimulation. The coverage of ASS services through AWCs located in each village/habitation reaching mothers and children upto six years provides the best opportunity for reducing the under-nutrition and mortality rates by educating the primary caregivers/mothers and families on all the key care behaviors through home visits and group meetings organized by Anganwadi Workers apart from ASHAs and ANMs. *"The best time to kill the Cobra is in its egg stage"*. In the same way, the best time to kill the cobra of malnutrition is during the prenatal life and the first two years of the life. There is evidence that rapid weight gain after two years of life increases the risk of chronic disease in later life. So, the range of care to be taken along this continuum includes early registration of pregnancy, regular antenatal checkups for screening, TT vaccine, IFA tablets, monitoring BP and weight, abdominal examination and counseling services for proper diet, rest, preparation for breast feeding and Institutional delivery. During post natal period, post natal checkups are equally important for mother and her new born to reduce the risk of maternal and neonatal deaths. Then initiation of breast feeding in the first hour becomes important without any pre



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lacteal foods and exclusive breast feeding up to six months, timely, appropriate and adequate complementary foods to be introduced from six months with continued breast feeding till two years or beyond was proved to be the single most child survival intervention. Apart from good nutrition, hygiene, immunization, growth monitoring for early detection of under nutrition and psychosocial care for boys and girls goes parallel along the continuum of birth - 2 years.

As per guidelines issued by Ministry of Women and Child Development, Government of India vide letter no. F-6/2013-ECCE dated 5th August, 2013, fixed Monthly ECCE Day is to be organized once every month at the AWC. The Fixed Monthly ECCE Day has been envisaged as a platform for interface between the Anganwadi Worker and the parents/community. During the ECCE day, the ICDS functionaries are required to organize activities for advocacy, awareness generation and involvement of parents and community. The Fixed Monthly ECCE Day is also envisaged to facilitate involvement of parents and community in the early childhood care and education of children and establish the partnerships for optimum development of the young child. All the children attending the Anganwadi Centre are preferably all other children in the age group of 0-6 years in the community and their parents have to participate in the Fixed Monthly ECCE Day.

The purpose of the Fixed Monthly ECCE Day is to enlighten the parents and community about age and developmentally appropriate early child care and education practices; to facilitate active participation of parents and community by creating opportunities for parents to contribute human and material support to the AWC; to inform parents and community to get them well versed with the non-formal play and activity based method of learning and to inform parents about the progress of their child. The ECCE Day is required to be organized by ICDS functionaries by involving all of its stakeholders like Crèche Worker, Additional AWW and link Worker (if they are working in AWC) and any teacher/ worker for other programmes for PSE/ ECCE, PRI Members/ members of ALMSC, Members of Community Based Organization (Village education committee, Mother's (Parent's) committee, Village resource Groups), Local NGOs working in relevant field, Primary school teachers, Preraks of Literacy Mission, nursery teacher/ trained ECCE persons of the community, Grand Parents especially Grand Mothers, Elderly Citizens, Local artisans, Craft persons and folk artists, Traditional/ community leaders, Office-bearers of Mahila Mandals, Office bearers of Youth Clubs/ Nehru Yuva Kendras, Health functionaries (ANM/LHV)/



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ASHA (as considered/ necessary), Sakhi/ Saheli of 'Sabla'/ Kishori Shakti Yojana and any other as deemed appropriate.

In view of the importance of holding ECCE day, it has been suggested in the ECCE day guidelines that the status of holding ECCE day has to be reviewed at state, district block and AWC level. This review has to be made during holding of State, District and Block level monitoring and review meeting of ICDS and during holding meetings of Anganwadi Level Monitoring & Support Committee (ALMSC).

The expected outcomes of Fixed Monthly ECCE Day on a regular basis as per the guidelines are expected to results in achievement of generating awareness in the community about importance of ECCE; increased enrolment of all children including girls in AWC; awareness generation regarding locally and less expensive materials available for play activities for children under 6 years of age; greater emphasis on parental role in making ECCE more useful for their children; keeping the parents informed about child progress of child assessment card and ECCE activity booklet; generating awareness in the community about role of local artisans in preparation of inexpensive PSE material of indigenous origin made from locally available resources etc.

Though, the ECCE Day is being organized in all AWCs across the country, however, community based data regarding the awareness of the ICDS functionaries, its various stakeholders and its beneficiaries about the available services in ECCE day and any gap in utilization of the services are not well known. The present study is proposed to be initiated to fill this gap.

Major Objectives:

- 1) To assess the availability of physical, financial and human resources to organize ECCE day
- 2) To assess the awareness of ECCE Day services amongst ICDS functionaries, its various stakeholders and beneficiaries
- 3) To assess the utilization of ECCE day provisions and to identify any gap(s) thereof
- 4) To have an insight about the convergence between ICDS, NHM; SSA; Water and Sanitation, Rural Development, Panchayati Raj; Social Justice and Empowerment etc. at grassroots level in organization of ECCE day;
- 5) To propose possible strategies for quality service delivery of ECCE day
- 6) To develop quality indicators for assessing ECCE day and



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7) To share the findings for policy development/modifications etc.

Literature review

A comprehensive review is mandatory in any research endeavor. This requires thorough efforts on the part of the investigator to select relevant subject matter, to organize and to report it systematically. The relevant literature has been classified under the following sub-heads:

S.No.	Sub-heads
2.1	Importance of Early Years of life
2.2	Early Childhood Care and Education
2.3	ECCE on the Global Stage
2.4	ECCE in India
2.5	Preschool Education in Anganwadi Services Scheme
2.6	Importance of Preschool Education

Study Design

Locale of the Study

The study was confined to the state of Uttar Pradesh and it was carried out in urban and rural ICDS projects of selected eight districts viz., Agra, Aligarh, Lucknow, Bahraich, Jhansi, Jalaun, Sitapur and Kanpur. Three ICDS projects from each districts were purposely selected for the study.

Sampling Procedure

➤ Selection of Functionaries

A team of ICDS functionaries namely, CDPOs, Supervisors and AWWs comprised an important set of respondents. From each ICDS Projects, 5 AWCs were purposively selected for the study. Total sample will be: 24 ICDS Projects (CDPOs), 48 supervisors and 120 AWWs. Besides the ICDS functionaries, the focus group discussion was done with the beneficiaries (Mothers of children aged 3-6 years) coming at AWCs.



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Tools for Data Collection

In order to collect the required information and data for the study, three types of appropriate schedule were devised.

(i) Interview Schedule for CDPOs

A self-structured interview schedule was prepared for assessing the knowledge of CDPOs regarding the awareness and utilization of ECCE day celebration at AWCs. Major content of the interview schedule were:

- Profile of CDPOs
- Detailed information of project
- Demographic profile of ECCE in ICDS Project.
 - Knowledge about the purpose of organizing ECCE day
 - Key activities carried out during fixed monthly ECCE Day
 - Issues discussed with the parents/ community during ECCE day
 - Role of CDPO in the organization of fixed monthly ECCE Day
 - Outcome of organizing ECCE day
 - Constraints/ limitations in conducting/ organizing fixed monthly ECCE day

(ii) Interview Schedule for Supervisors

A self-structured interview schedule was prepared for assessing the knowledge of Supervisors regarding the awareness and utilization of ECCE day celebration at AWCs. Major content of the interview schedule were:

- Profile of Supervisors
- Detailed information of project
- Status of ECCE Day in ICDS Project
 - Knowledge about the purpose of organizing ECCE day
 - Key activities carried out during fixed monthly ECCE Day
 - Issues discussed with the parents/ community during ECCE day
 - Role of CDPO in the organization of fixed monthly ECCE Day
 - Outcome of organizing ECCE day
 - Constraints/ limitations in conducting/ organizing fixed monthly ECCE day



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(iii) Interview Schedule for AWWs

A self-structured interview schedule was prepared for assessing the knowledge of AWWs regarding the awareness and utilization of ECCE day celebration at AWCs. Major content of the interview schedule were:

- Profile of Supervisors
- Detailed information of project
- Physical infrastructure of AWC
- Status of Organization of ECCE Day at AWCs
 - Knowledge about the purpose of organizing ECCE day
 - Key activities carried out during fixed monthly ECCE Day
 - Issues discussed with the parents/ community during ECCE day
 - Availability of resources for organization of fixed monthly ECCE at AWC
 - Any help/ support from ICDS functionaries
 - Any help/ support from local stakeholders and community for organizing ECCE day
 - Difficulties/ limitations do you faced during organization of ECCE day?
 - Benefits/ outcomes of organization of ECCE day?

(iv) Checklist for Focused Group Discussions

A self-structured checklist was prepared for assessing the knowledge of mothers of Anganwadi Centre children, regarding the awareness and utilization of ECCE day celebration at AWCs and also the awareness about their children's development and the activities they perform and learn at AWCs. Major content of the checklist were:

- Mothers coming to AWC for meeting / any other programme
- Information given / topics of discussion between the AWW and the mothers
- Discussion about the child's performance in the pre-school between the workers and mothers
- Display of work done by the child at AWC on ECCE day, by the AWW
- Assessment of child on his / her performance on regular interval



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Data Collection

Data for the present study was collected with the help of interview schedules developed for the study. The purpose of the study was explained to the concern DPOs and CDPOs of the selected eight districts of Uttar Pradesh. Letters were sent to them regarding the tentative plan for data collection in order to obtain their maximum cooperation. As per provided list of villages and wards collection of data was started. The data collection was conducted in two phases. In the first phase of data collection, four districts namely; Sitapur, Bahraich, Kanpur and Aligarh were selected. Whereas, in the second phase of data collection the remaining districts namely; Agra, Jhansi, Jalaun and Lucknow were covered. Three ICDS Projects were selected from each districts. From each ICDS Projects, 5 AWCs were purposely selected for the study. Hence, 15 AWCs from each district were selected. ICDS functionaries (CDPOs, Supervisors and AWWs) were interviewed followed by focus group discussion with mothers of children aged between 3 to 6 years. Data were collected by making visit to AWCs of theselected eight districts of Uttar Pradesh. Overall, it took two months for data collection from eight districts of Uttar Pradesh.

Scoring and Tabulation

The filled schedules were rechecked properly. Three separate excel sheet of CDPOs, Supervisors and AWWs were prepared and data was entered. The responses on open ended questions were classified. After this, coding was done for both close and open ended questions. A numbers of tables were formulated depending on the kind of information required by keeping the objectives of the study. The collected information was compiled in Microsoft excel.

Data Analysis

The obtained data was compiled and filtered in excel sheets. The data was analyzed in terms of frequency and percentage.

Major Findings of the Study

1) Profiles of ICDS functionaries:

- ✓ Among the total number of CDPOs and supervisors, majority of them were females; i.e., 58.3 percent and 95.8 percent respectively. Among CDPOs as well as supervisors, maximum were post-graduate.



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- ✓ The result indicates that maximum number (37.5 %) of CDPOs were having a total work experience of up to 10 years whereas maximum number (47.9 %) of supervisors were having 20-25 years of total work experience.
- ✓ Among the Anganwadi workers, maximum (34.2 %) were graduate.
- ✓ Maximum (85 %) number of AWWs were having an experience of 10 years and above.
- ✓ Maximum (70.8 %) number of CDPOs received training for the organization of ECCE day and 33.3 percent of them received training from the State level.
- ✓ Maximum (62.5 %) number of Supervisors received training for the organization of ECCE day and 37.5 percent of them received training from any other source.

2) Availability of Infrastructure:

- ✓ Among the workers, maximum (98.3 %) were having pucca type of Anganwadi Centre building and maximum (30 %) of the workers run their Centre at buildings of the school.

3) Status of ECCE day:

- ✓ According to the maximum number of ICDS Functionaries (98.4 %), there were no budget allocated at the project level for the organization of ECCE day.
- ✓ Among the maximum number of Anganwadi workers; 31.7 percent didn't have the required ECCE material, 37.5 percent didn't have adequate teaching aids, 92.5 percent didn't have any ECCE curriculum issued by State Govt. for organizing PSE, 22.5 percent possessed activity book and 99.2 percent didn't have assessment card as well as any other ECCE material.
- ✓ Among the CDPOs and Supervisors, majority of them reviewed above 25 AWCs in a month in ICDS project i.e., 41.7 percent and 20.8 percent respectively.
- ✓ 50 percent of CDPOs, 37.5 percent of Supervisors and 32.5 percent of AWWs informed that display work of children was one of the monthly activities organized during ECCE day.
- ✓ 91.7 percent of CDPOs, 93.8 percent of Supervisors and 95 percent of AWWs; informed that, presentations such as dance, drama, rhyme recitation, etc. by groups of children was one of the bi-monthly activities organized during ECCE day.



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- ✓ 4.2 percent of CDPOs and 6.3 percent of Supervisors, informed that, participation of all young children and parents/ community in fun activities was one of the half yearly activities organized during ECCE day.

4) Awareness and Utilization of ECCE day:

- ✓ 99.2 percent of Anganwadi workers were aware about the organization of ECCE day.
- ✓ 86.7 percent of the workers didn't received any guidelines.
- ✓ Among the CDPOs, Supervisors and AWWs; all were aware about the circular and guidelines by MWCD, i.e., 95.8 %, 83.3 % and 99.2 % respectively.
- ✓ Majority (95.8 %) of the CDPOs and Supervisors were aware about the purpose of organizing ECCE day.
- ✓ Majority (99.2 %) of the AWWs were aware about the purpose of organizing ECCE day.
- ✓ 73.3 percent of the Anganwadi workers mentioned that awareness generation among the people was a major reason for ECCE day celebration.
- ✓ Majority of CDPOs (70.8 %) and Supervisors (77.1 %); were aware that good habit formation was one of the issues discussed with the parents/ community during ECCE day.
- ✓ 91.7 percent of the AWWs were aware that domains of development were one of the issues discussed with the parents/ community during ECCE day.
- ✓ Most of the CDPOs (91.7 %) and Supervisors (93.8 %) agreed that the Anganwadi worker follows the guidelines for organization of fixed monthly ECCE day.
- ✓ 95.8 percent of CDPOs reviewed fixed monthly ECCE day, out of which 66.7 percent reviewed the ECCE day at AWC level.
- ✓ Most (80.8 %) of the AWWs maintained the record of ECCE day activities.
- ✓ Majority (58.3 %) of the AWWs maintained separate register for the organization of ECCE day.
- ✓ Most (23.3 %) of the AWWs maintained the records of all the ECCE day activities in one register.
- ✓ Maximum (80.8 %) number of workers reported the organization of ECCE day in MPR.



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5) Status of Convergence with the Concerning Department of ECCE day:

- ✓ Most of the CDPOs (87.5 %) and Supervisors (85.4 %) have informed that stakeholders are involved in the celebration of fixed monthly ECCE day.
- ✓ Most of the stakeholders who were involved in the celebration of ECCE day were; 62.5 percent of Primary teachers/ *Preraks* of literacy mission as informed by the CDPOs and 56.1 percent of Health functionaries as informed by the Supervisors.
- ✓ All of the ICDS functionaries i.e., CDPO, Supervisor, Anganwadi Helper and Anganwadi Worker provided full help/support to all the concerned AWWs.
- ✓ Most (79.2 %) of the AWWs have received help/ support from local stakeholders and community for organizing ECCE day. 78.3 percent of them have received help/ support from parents.



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INTRODUCTION



CHAPTER-1 INTRODUCTION

1.1 Introduction

Early childhood is a period for significant brain development that set foundation for later learning. At this time, the early experiences provided to the children influence their brain development and establish neural connections that provide basis for language, reasoning, problem solving, social skills, behavior and emotional health (**Rhode Island Kids Count, 2005**).

The learning process for a child commences immediately at birth. Evidences from neuroscience shows that over 85% of a child's cumulative brain development occurs prior to the age of six, indicating the critical importance of developmentally appropriate care and stimulation of the brain in a child's early years to promote sustained and healthy brain development and growth. Excellent care, nurture, nutrition, physical activity, psycho-social environment, and cognitive and emotional stimulation during a child's first six years are thus considered extremely critical for ensuring proper brain development and consequently, desired learning curves over a person's lifetime. This evidence from cognitive science is fully borne out by numerous national and international studies on the learning outcomes of children having various levels of Early Childhood Care and Education (ECCE).

During the ages prior to three years, quality ECCE includes the health and nutrition of both the mother and the child, but also crucially includes cognitive and emotional stimulation of the infant through talking, playing, moving, listening to music and sounds, and stimulating all the other senses particularly sight and touch. Exposure to languages, numbers, and simple problem-solving is also considered important during this period.

In recent years, there has been increasing interest in provisioning for Early Childhood Care and Education (ECCE) services across the world (**Dalhberg, Moss and Alan, 1999**). Based on neuro-scientific evidence that has pointed to the role of 'sensitive periods' in brain development, the importance of early intervention in children's education and development is coming to be recognized. Support for ECCE services has emerged from evidence that has shown that a positively stimulating environment during early years lays the foundation for life-long development of the brain.



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1.2 Status of Children between 0-6 years

Early childhood development has been defined and described in various ways under various programmes, the determining factor being the priority that a particular programme serves and the age group that it addresses from 0–6 years. Children between 0-6 years constitute 13.59 % of India’s population (i.e., they constitute a population of 165.4 million). The rural component contains a much larger share of children between 0-6 years (with 121 million children located in rural areas). The status report shows that while over the years the nutritional and health status of children below five years has improved considerably, only half the population between 3-6 years receives any form of preschool education.

The first six years of life are critical years of human life since the rate of development in these years is more rapid than at any other stage of development. These early years of life are crucial to establishing a sound foundation for cognitive, social, emotional and physical development for the rest of their lives. Events in the first few years of life are formative and play a vital role in shaping social, emotional, learning and health outcomes and in building human capital and there by promoting human economic productivity later in life. Optimizing overall development during these early years involves a combination of appropriate health, nutrition and psycho-social interventions. Therefore, early childhood care and development (ECCD) is all about creation of the best possible environment for children to grow and develop that embraces health, nutrition, education, affection, play, protection and parenting which, eventually contribute towards the physical, emotional, intellectual and social domains of child development. When one or more of these elements are absent from a child’s life, they experience poor outcomes throughout their life course.

The 12th Five Year Plan acknowledges the importance of ECE and improving school preparedness. The Government of India approved the National Early Childhood Care and Education (ECCE) Policy in 2013. From 3 to 6 years of age, ECCE includes continued healthcare and nutrition, but also crucially self-help skills (such as “getting ready on one’s own”), motor skills, cleanliness, the handling of separation anxiety, being comfortable around one’s peers, moral development (such as knowing the difference between “right” and “wrong”), physical development through movement and exercise, expressing and communicating thoughts and feelings to parents and others, sitting for longer periods of time in order to work on and complete a task, and generally forming all-round good habits.



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According to World Bank (2017) India's gross enrolment ratio (GER) for pre-primary schooling is 12%, which is significantly lower than countries such as Sri Lanka, Nepal, Pakistan and Bangladesh. However, it is important to note that all is not well with the health and nutritional status of children between 0-6 years either, with India ranking 48th in the list of countries with the highest under-five mortality rate (U5MR; UNICEF, 2016). India also performs considerably worse than its neighbours – Sri Lanka, Bangladesh and Nepal, on children's nutritional status (**Rajan, Gangbar and Gayathri, 2014**). Further, there are wide regional variations in the nutritional and health status of children below six years, with the southern states performing relatively better; children from lower socio-economic strata and marginalized social groups such as SC/ST communities perform worse than children from higher income households and forward communities.

1.3 Major Constitutional Framework for Promotion of ECCE

The situational analysis of the current scenario includes an overview of the relevant constitutional provisions, the policies and legal provisions relating to children developed over the years, the evolution of the planning process, the various programmatic interventions, the responsibilities of various ministries, and a broad quantitative assessment of the present situation.

India has, in fact, had the distinction of having conceptualized and implemented a comprehensive ECCE programme- the Integrated Child Development Services (ICDS) - from as early as the 1970s. However, several studies have pointed to issues of implementation and quality with the ICDS. A bigger issue in the Indian context has also been the lack of legislation and mandate for ECCE, despite the availability of the universal ICDS programme as well as a comprehensive National Early Childhood Care and Education Policy (2013).

(i) Indian Constitution (Article 45)

The Government of India recognized the significance of ECCE, through the amended Article 45 of Indian Constitution which directs that “The State shall endeavor to provide ECCE for all children until they complete the age of six years”.



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(ii) National Policy for Children, 1974

ECCE has received attention in the National Policy for Children (1974), consequent to which the Integrated Child Development Services (ICDS) was initiated on a pilot basis in 1975 with the objective of laying the foundation for holistic and integrated development of child and building capabilities of caregivers. In the 11th Plan period, the ICDS programme has been universalized to cover 14 lakh habitations. Reforms are afoot to ensure that universalization with quality as well as focus on early childhood development is actualized in subsequent plan.

(iii) National Policy on Education, 1986

The National Policy on Education (1986) considers ECCE to be a critical input for human development and recognizes the holistic and integrated nature of child development. The National Nutrition Policy (1993) has also recommended interventions for child care and nutrition during early childhood. The National Health Policy (2002) and National Plan of Action for Children (2005) along with Position Paper on ECCE in the National Curriculum Framework (2005) have also been supportive policy initiatives for early childhood. The Five Year Plans have also acknowledged the importance of Early Childhood Care and Education (ECCE) as the stage that lays the foundation for life-long development and the realization of a child's full potential. The 12th Five Year Plan emphasizes *the need to address areas of systemic reform in ECCE across all channels of services in the public, private and voluntary sectors, going beyond ICDS (AWCs).*

India is also a signatory to both the Convention on the Rights of the Child (CRC) 1989 and Education for All (EFA) 1990 which has postulated ECCE as the very first goal to be achieved for Education For All, since “learning begins at birth”. The Dakar Framework for Action (2000) and Moscow Framework for Action (2010) have reaffirmed the commitment to ECCE.

(iv) Right to Education Act, 2010

The Right of Children to Free and Compulsory Education Act (RTE) which came into effect from April 1, 2010, has also addressed ECCE under Section 11 of the Act which states, “with a view to prepare children above the age of three years for elementary education and to provide early childhood care and education for all children until they complete the age of six



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years, the appropriate Government may make necessary arrangement for providing free pre-school education for such children.”

1.3.1 National Early Childhood Care and Education (ECCE) Policy, 2013

Early Childhood Care and Education, encompasses the inseparable elements of care, health, nutrition, play and early learning within a protective and enabling environment. It is an indispensable foundation for lifelong development and learning, and has lasting impact on early childhood development. It is imperative to accord priority attention to ECCE and invest in it since it is the most cost effective way to break the intergenerational cycle of multiple disadvantages and remove inequity, leading to long term social and economic benefits.

India has 158.7 million children in the 0-6 year's age group (Census 2011) and the challenges of catering to this important segment of population for ensuring the holistic development of children in the country are well acknowledged.

The National Early Childhood Care and Education (ECCE) Policy reaffirms the commitment of the Government of India to provide integrated services for holistic development of all children, along the continuum, from the prenatal period to six years of age. The Policy lays down the way forward for a comprehensive approach towards ensuring a sound foundation for survival, growth and development of child with focus on care and early learning for every child. It recognizes the synergistic and interdependent relationship between the health, nutrition, psycho-social and emotional needs of the child.

At the current time, most early childhood education is delivered in the form of Anganwadis and private pre-schools, with a very small proportion coming from pre-schools run by NGOs and other organizations. Where well supported, the Anganwadi system of pre-primary education, under the aegis of the Integrated Child Development Services (ICDS), has worked with great success in many parts of India, especially with respect to healthcare for mothers and infants. These Centres have truly helped support parents and build communities; they have served to provide critical nutrition and health awareness, immunization, basic health check-ups, and referrals and connections to local public health systems, thus preparing lakhs of children for healthy development and therefore far more productive lives. However, while providing some essential cognitive stimulation, play, and day care, most Anganwadis have remained relatively light on the educational aspects of ECCE. Anganwadis are currently quite deficient in supplies and infrastructure for education; as a result, they tend to contain



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more children in the 2-4 year age range and fewer in the educationally critical 4-6 year age range; they also have few teachers trained in or specially dedicated to early childhood education. **(Draft National Education Policy 2019, Early Childhood Care and Education: The Foundation of Learning)**

1.4 Early Childhood Development under Anganwadi Services Scheme

Early Childhood Care and Education (ECCE) retains the same educational thrust but enlarges its scope to include the care component (including care and early stimulation for 0–3 year olds, through crèches and home-based parent education). Early Childhood Development (ECD) and Early Childhood Care and Development (ECCD) constitute a still more holistic and integrated concept of programming, which aligns itself with that of the synergistic and interdependent relationship between health, nutrition, and psychosocial development or education, and addresses the all-round development of the child. Programmes of ECCD or ECD normally take a life-cycle approach, as in the Integrated Child Development Services (ICDS) in India, and target, in addition to the child, pregnant and lactating mothers and even adolescent girls. The nomenclature and definitions include Early Childhood Education (ECE) programmes, which are ‘preschool education-focused’ programmes aimed at 3–6-year olds (as seen in nurseries, kindergartens, preparatory schools, etc.).

1.4.1 Anganwadi Services Scheme (ASS)

Anganwadi Services Scheme (ASS) one of the world’s largest and unique programme addressing health, nutrition and psychosocial development of the child is also one of the flagship programmes of government of India aiming to enhance the mother’s capability so as to look after the normal health and nutritional needs of the child through proper Nutrition and Health education. It also seeks to strengthen the capacity of mothers and communities for child care and early stimulation. The coverage of ASS services through AWCs located in each village/habitation reaching mothers and children upto six years provides the best opportunity for reducing the under-nutrition and mortality rates by educating the primary caregivers/mothers and families on all the key care behaviors through home visits and group meetings organized by Anganwadi Workers apart from ASHAs and ANMs. *“The best time to kill the Cobra is in its egg stage”*. In the same way, the best time to kill the cobra of malnutrition is during the prenatal life and the first two years of the life. There is evidence that rapid weight gain after two years of life increases the risk of chronic disease in later life.



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So, the range of care to be taken along this continuum includes early registration of pregnancy, regular antenatal checkups for screening, TT vaccine, IFA tablets, monitoring BP and weight, abdominal examination and counseling services for proper diet, rest, preparation for breast feeding and Institutional delivery. During post natal period, post natal checkups are equally important for mother and her new born to reduce the risk of maternal and neonatal deaths. Then initiation of breast feeding in the first hour becomes important without any pre lacteal foods and exclusive breast feeding up to six months, timely, appropriate and adequate complementary foods to be introduced from six months with continued breast feeding till two years or beyond as is was proved to be the single most child survival intervention. Apart from good nutrition, hygiene, immunization, growth monitoring for early detection of under nutrition and psychosocial care for boys and girls goes parallel along the continuum of birth - 2 years.

The role of Anganwadi Workers is vital in promotion of the above, by educating mothers and families and also supporting the health functionaries in promoting the same. There is a strong mechanism at village level to address the problem through Anganwadi services Scheme (ASS) and National Health Mission (NHM) the two major flagship programmes of government of India.

1.4.2 Early Childhood Care and Education Day

As per guidelines issued by Ministry of Women and Child Development, Government of India vide letter no. F-6/2013-ECCE dated 5th August, 2013, fixed Monthly ECCE Day is to be organized once every month at the AWC. The Fixed Monthly ECCE Day has been envisaged as a platform for interface between the Anganwadi Worker and the parents/community. During the ECCE day, the ICDS functionaries are required to organize activities for advocacy, awareness generation and involvement of parents and community. The Fixed Monthly ECCE Day is also envisaged to facilitate involvement of parents and community in the early childhood care and education of children and establish the partnerships for optimum development of the young child. All the children attending the Anganwadi Centre are preferably all other children in the age group of 0-6 years in the community and their parents have to participate in the Fixed Monthly ECCE Day.

The purpose of the Fixed Monthly ECCE Day is to enlighten the parents and community about age and developmentally appropriate early child care and education



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practices; to facilitate active participation of parents and community by creating opportunities for parents to contribute human and material support to the AWC; to inform parents and community to get them well versed with the non-formal play and activity based method of learning and to inform parents about the progress of their child. The ECCE Day is required to be organized by ICDS functionaries by involving all of its stakeholders like Crèche Worker, Additional AWW and link Worker (if they are working in AWC) and any teacher/ worker for other programmes for PSE/ ECCE, PRI Members/ members of ALMSC, Members of Community Based Organization (Village education committee, Mother's (Parent's) committee, Village resource Groups), Local NGOs working in relevant field, Primary school teachers, *Preraks* of Literacy Mission, nursery teacher/ trained ECCE persons of the community, Grand Parents especially Grand Mothers, Elderly Citizens, Local artisans, Craft persons and folk artists, Traditional/ community leaders, Office-bearers of Mahila Mandals, Office bearers of Youth Clubs/ Nehru Yuva Kendras, Health functionaries (ANM/LHV)/ ASHA (as considered/ necessary), Sakhi/ Saheli of 'Sabla'/ Kishori Shakti Yojana and any other as deemed appropriate.

During the organization of ECCE day, orientation sessions and workshops may be organized to build the capacities of parents and community as they are the prime care givers during early childhood. Apart from this, topics of paramount importance like significance of early childhood and non-formal preschool education and ECCE; Growth and developmental milestones during early years; developmental delays; early signs of disability, Early Stimulation, Care giving at home, importance of play, Good habit formation, Role of community and parents in ECCE, Preparing children for school, Developing a mechanism in consultation with community for involving mothers and then older girls in performing various tasks at the Anganwadi (preparation and distribution of food, organizing outdoor activities for children, etc.), involvement of Mother's Group and Parents Group in teaching songs, nursery rhymes, stories, organizing group games, cooking food, distribution of the food etc. also needs to be discussed.

The role of AWWs/ AWHs in holding Fixed Monthly ECCE Day involves arrangement of venue (preferably Panchayat Ghar) if space at AWC is not adequate; providing advance information to the locality about venue and timings of ECCE Day; make a list of all children below 6 years of age, preferably also record the number of children receiving pre-school education from other sources in the Community; provide supplementary



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nutrition to the children; prepare a list of activities identified for Fixed Monthly ECCE Day; decide and organize thematic events for children and conduct activities; arrange and display PSE material; form position rapport with parents/ care givers/ guardian and to convince them; coordinate with CDPO and Supervisor; demonstrate through role model (a child of that AWC) to motivate parents; use Mother and Child Protection Card, IPC Tool Kit and other relevant tools; prepare a report on the celebration so that further improvements can be done; ensure that all the children participate in the Fixed Monthly ECCE Day activities; invite the parents of children attending the AWC, parents of other young children in the community and other community members; encourage grandparents especially grandmother to attend and participate in the ECCE Day; invite teachers from nearby primary school to be part of celebration to facilitate smooth transition of children from AWC to primary school; cross learn from best practices in the cluster/project; maintain record and other issues as identified based upon the needs of the community.

The role of the Members of PRI/ULBs in Holding Fixed Monthly ECCE Day has also been defined, which inter alia involves ensuring that members of community based organizations are available to support the session; ensuring participation of school teacher and all PRI members and ensuring availability of clean drinking water, proper sanitation and other measures for smooth organization of ECCE day. The role of CDPO/Supervisor in Holding Fixed Monthly ECCE Day involves ensuring sanction of required budget on time to each AWC; ensuring timely supply of required amount of PSE kit, activity booklet, assessment card etc.; ensuring proper arrangement of folk artisans and audio visual aid if required; ensuring alternative arrangement in case AWW is on leave and to ensure alternative arrangement for space if it is not sufficient at AWC.

In view of the importance of holding ECCE day, it has been suggested in the ECCE day guidelines that the status of holding ECCE day has to be reviewed at state, district block and AWC level. This review has to be made during holding of State, District and Block level monitoring and review meeting of ICDS and during holding meetings of Anganwadi Level Monitoring & Support Committee (ALMSC).

The expected outcomes of Fixed Monthly ECCE Day on a regular basis as per the guidelines are expected to results in achievement of generating awareness in the community about importance of ECCE; increased enrolment of all children including girls in AWC; awareness generation regarding locally and less expensive materials available for play



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activities for children under 6 years of age; greater emphasis on parental role in making ECCE more useful for their children; keeping the parents informed about child progress of child assessment card and ECCE activity booklet; generating awareness in the community about role of local artisans in preparation of inexpensive PSE material of indigenous origin made from locally available resources etc.

Though, the ECCE Day is being organized in all AWCs across the country, however, community based data regarding the awareness of the ICDS functionaries, its various stakeholders and its beneficiaries about the available services in ECCE day and any gap in utilization of the services are not well known. The present study is proposed to be initiated to fill this gap.

1.5 Objectives:

- 1) To assess the availability of physical, financial and human resources to organize ECCE day
- 2) To assess the awareness of ECCE Day services amongst ICDS functionaries, its various stakeholders and beneficiaries
- 3) To assess the utilization of ECCE day provisions and to identify any gap(s) thereof
- 4) To have an insight about the convergence between ICDS, NHM; SSA; Water and Sanitation, Rural Development, Panchayati Raj; Social Justice and Empowerment, etc., at grassroots level in organization of ECCE day;
- 5) To propose possible strategies for quality service delivery of ECCE day
- 6) To develop quality indicators for assessing ECCE day and
- 7) To share the findings for policy development/modifications etc.



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CHAPTER-2

REVIEW OF LITERATURE



CHAPTER-2 REVIEW OF LITERATURE

A comprehensive review is mandatory in any research endeavor. This requires thorough efforts on the part of the investigator to select relevant subject matter, to organize and to report it systematically. This chapter deals with brief account of literature, which has direct and indirect bearing on the specific objectives of the investigation. The relevant literature has been classified under the following sub-heads:

S.No.	Sub-heads
2.1	Importance of Early Years of life
2.2	Early Childhood Care and Education
2.3	ECCE on the Global Stage
2.4	ECCE in India
2.5	Preschool Education in Anganwadi Services Scheme
2.6	Importance of Preschool Education

2.1 Importance of Early of Life

The early years of a child's life are very important for later health and development. Nurturing and responsive care for the child's body and mind is the key to supporting healthy brain development. on child's development . To nurture their child's body and mind, parents and caregivers need support and the right resources. The right care for children, starting before birth and continuing through childhood, ensures that the child's brain grows well and reaches its full potential

Najineem et. al., (2004) conducted a study which showed that preschool period is a significant stage for healthy development of the child and careful nurturing is essential at this stage for the subsequent and overall physical, mental and social development. Preschool years are considered as crucial in all cultures and 18 preschool children are curious, sensitive, active and full of hope. These years should be full of joy and peace, a period of playing, learning and growing.

Feinstein (2006) conducted a study with an aim to assess whether early development of children's intellectual, social, and physical abilities has the potential to affect their long term achievement, beyond the initial introduction to classroom, through their school lives and into



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adulthood. The children under the age group of 3-7 years were selected from the preschool setting of United Kingdom and the data was collected from the children's developmental profiles. Research shows that early cognitive attainment is strongly related to later academic success and early development of both cognitive and behavioral skills have role in subsequent achievement.

Biersteker and Kvalsvig (2007) studied that the early years are also important for the acquisition of concepts, skills and attitude that lay the foundation for lifelong learning. These include language acquisition, perception and motor skills required for learning to read and write basic numeracy, concepts, problem solving skills and a love for learning. The foundations of brain architecture and subsequent lifelong developmental potential are laid down in a child's early years through a process that is exquisitely sensitive to external influence. Early experiences in the home, in other care settings shape the developing nature and quality of the brain's architecture (**Harvard Center on the Developing Child, 2007**).

Another study led by **Kaul (2009)** revealed that the first six years are the most crucial in human development. There is no other time in human life when so much is learned in such a brief period. In India this awareness is reflected by large number of preschool services run by government and private efforts.

Children's early experiences – the bonds they form with their parents and their first learning experiences-deeply affect their future physical, cognitive, emotional and social development. Optimizing the early years of children's lives is the best investment we can make as a society in ensuring their future success (**Tremblay, et. al., 2011**).

UNICEF (2013) reported that 7.6 million children under the age of 5 worldwide die each year. More than 25 times that number over 200 million children survive, but do not reach their full potential. And it was estimated that 20 per cent loss in adult productivity. It has been a period of great opportunity, but also of vulnerability to negative influences. Early years is the period of rapid physical and mental growth wherein the foundation for the child's development is laid and therefore, these years are considered extremely critical for the overall development of the child. It is imperative for every child to get the opportunity to develop in a stimulating environment. The emotional, social and physical development of young children has a direct effect on their overall development and on the adult they will become. That is why understanding the need to invest in very young children is so important, so as to maximize



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their future well-being. Neurological research shows that the early years play a key role in children's brain development. Babies begin to learn about the world around them from a very early age – including during the prenatal, peri-natal (immediately before and after birth) and postnatal period.

2.2 Early Childhood Care and Education

The first six of life are critical years of human life since the rate of development in these years is more rapid than at any other stage of development. Global brain research also informs us about the significance of early years for brain development. Early Childhood Care and Education (ECCE) makes a positive contribution to children's long term development and learning by facilitating an enabling and stimulating environment in these foundation stages of lifelong learning.

Chandra, et. al., (2017) conducted a study which reveals that Early Childhood Care and Education (ECCE) is globally recognized as a crucial element of education for all. Therefore, countries have intensely pursued it. After many efforts, progress towards ensuring ECCE is apparent in many countries in the world. But most of them could not either completely achieve this goal or compromised its quality due to inadequate resources, improper planning and ineffective implementation strategies; especially a vast and populous country like India. A number of initiatives have been taken by the Government of India for bringing quality in the form of policies, plans, constitutional amendments, acts, development of quality standards and curriculum framework, schemes and flagship programs like Integrated Child Development Services (ICDS); District Primary Education Programme (DPEP) and Sarva Shiksha Abhiyan (SSA). In this endeavour, somewhere India has compromised with the non-negotiable quality standards for ECCE, leading the emergence of expected and unexpected issues and challenges. As a result, the country has missed the target of ensuring quality in ECCE. However, recent studies give evidence of tremendous progress towards quality reforms. Of course, there are low achievements in some aspects and in some regions, but also improvement in others which shows that ensuring quality is an attainable target. This paper intends to describe initiatives of the Government of India, assess the ground realities, identify major challenges in quality reform in ECCE and suggest possible enablers to reach out the same.



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Mishra (2017) revealed that Early Childhood Care and Education (ECCE) aims at the holistic development of a child's social, emotional, cognitive and physical needs in order to build a strong and broad foundation for lifelong learning and wellbeing. It contributes to improvement in enrolment, retention, self-confidence and learning level of children in formal schooling. The present paper analyses the objectives of the ECCE and the management, interventions on ECCE concerning effective early learning, curriculum design, development and implementation. In the State, the pre- school facilities available under ECCE cover less than half of the child population. ECCE and AWC interventions are found to have positive impact on children's learning achievement in mathematics and language and educational competencies in general as compared to children not exposed to pre-school education. The study has suggested the role of dedicated and trained teachers, improvement in curriculum, school infrastructure, development of teacher's capability on child right perspectives, integrating technological development in education with traditional and folk literature etc. for smooth transition of children from ECCE to primary school.

2.3 ECCE on Global stage

Globally, many events have contributed to the realization of the significance of the early childhood years for a country's economic progress. The beginnings of this change started with the United Nations Convention on the Rights of the Child in 1989. For the first time, there was a set of international standards and measures intended to protect and promote the well-being of children in society. The second major event that drew attention to the issue of early childhood was the creation of the Human Development Index, a summary measure of human development, by the United Nations Development Programme (UNDP) in 1990. The Human Development Index measures the achievements of countries on three basic dimensions of human development: (1) a long and healthy life; (2) knowledge; and (3) a decent standard of living; it includes indicators that specifically relate to children, namely, mortality, education, and child labour. The third important event in the international arena was the World Conference on Education For All (EFA), held in Jomtien, Thailand in 1990, where a global commitment to education was made in a document beginning with the famous words 'Learning begins at birth'. In addition, the World Education Forum, held in Dakar, Senegal in April 2000, reiterated the importance of ECCE through the involvement of the state, the family, and the community. India is signatory to all these agreements.



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Global Scenario in ECCE Since long, ECCE has been there in all walks of life across the globe. But, during 21st century, its significance formally recognized by the whole world, that led us delineate global commitments towards it. In this Endeavour, the Universal Declaration of Human Rights 1948, United Nations Convention on the Rights of the Child (UNCRC) 1989 and Education for All (EFA) movement contributed as major signposts. The Jomtien World Conference on Education for All 1990 adopted ‘World Declaration on Education for All’ and ‘Framework for Action to Meet Basic Learning Needs’ and the Quality Early Childhood Care and Education in India: Initiatives, Practice, Challenges and Enablers 43 World Education Forum 2000 adopted ‘Dakar Framework for Action, Education for All’ were the landmarks in global EFA movement. To support these efforts, UNESCO initiated the consecutive Education for All Global Monitoring Reports (EFA GMR).

According to EFA GMR 2008 “programmes for under-3s that include nutrition, health and cognitive components have a positive impact on child well-being. Yet, only 53% of the world’s countries have an official ECCE programme targeting this age group”. In many countries “governments often view the care and education of very young children as the responsibility of families and/or private providers. As a result, there are few national frameworks for financing, coordinating and supervising ECCE programmes” (UNESCO, 2007, p. 11). However, the latest report in 2015 revealed, since 2000, the focus on ECCE has increased in both poor and rich countries. Early Childhood Education (ECE) services have also expanded considerably (UNESCO, 2015a). With this expansion, slowly the focus moved towards improving the quality of ECCE and making it free and compulsory, especially for disadvantaged children. Therefore, equitable and early investment in quality of the ECCE services and programs became vital concern. Recognizing this, the World Education Forum 2015 adopted the ‘Incheon Declaration for Education 2030’, that encouraged the “provision of at least one year of free and compulsory quality pre-primary education and access to quality early childhood development, care and education for all children” (UNESCO, 2015b, p.7). Now, guarantee quality in ECCE is priority in many countries. They are trying hard to trace this global commitment. India is one of them that too is chasing for the same through variety of initiatives.



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2.4 Early Childhood Care Education in India

In the Indian context, ECCE services target the 0-6 year old children. Within the 0 – 6 year old set the 3–6 year old children comprise a sub set that was the target group for preschool education. There seemed to be a decrease in the age of enrollment in the ECE centers corresponding to three years prior to the age for formal schooling (5 ½ years). The past two decades have seen an unprecedented growth in the number of centres providing services to children in this age group. In India, as in other countries, the early childhood care and education system was divided into two different components, namely, child care and preschool education. Child care referred to full day programs provided for children of working parents. Preschool/early childhood education (ECE) usually referred to programs that were more educational in their focus (**Boocock, 1995**). The preschool education component had varied nomenclature like nursery, kindergarten/KG, Montessori, playschool, playgroup, pre-nursery - mostly catering to the ‘preparation’ of children for formal schooling/ Grade 1. ECCE services in India were diverse in terms of the age of the children covered, programmatic content of the services, teacher standards, quality checks, budgetary inputs and free/paid service. Differences seemed to be co-related to the service provider – the government, non- profit organization or private sector. The public sector covered only 22% of children in the age group of 0-6 years (**Khalakdina, 1998**). There were no figures about the private sector, which was estimated to be possibly as large as the public sector, while the small NGO sector about which also there are no accurate figures, offered a variety of models. An overview of each sector with more details about the private sector is presented in the next part.

India ratified UNCRC in 1992 and pledged to the Education for All across the nation, which extensively contributed in the efforts of the Government of India for ECCE. Since 1951, ECCE in its holistic form i.e. child welfare, education, health and nutrition became an integral part of all the initiatives. These can be seen in the form of policies, plans, constitutional amendments, acts and schemes of Government of India. The most significant are the Five Year Plans; National Policy for Children, 1974; Integrated Child Development Services (ICDS), 1975; amendment in the National Policy on Education (NPE), 1986; Chandra Reetu, Gulati Renu & Sharma Adarsh 44 Programme of Action (POA), 1992 on National policy of Education, 1986; District Primary Education Programme (DPEP); Sarva Shiksha Abhiyan (SSA); 86th Amendment Act in the Constitution under Article 45 of the



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Directive Principles of State Policy in part IV; National Plan of Action (NPA), 2005; Right of Children to Free and Compulsory Education Act (RTE)-2009 under Section 11, Chapter III and National Policy for Children (NPC), 2013. These initiatives have potential that encouraged the provision and accessibility of ECCE for all children and that can be noticed in national survey reports. The survey report of National Council of Educational Research and Training (NCERT) found 493,700 existing pre-primary institutions in the country in 2000 (NCERT 2006, p. 6) that increased up to 655,493 in 2009 (NCERT, 2016, p. 40). Similarly, National University of Educational Planning and Administration (NUEPA) (2016, p. xv) survey report revealed, 24.07% increase of primary schools with attached pre-primary section in 2015-16, compared to 14.27% in 2002-03. These findings indicate India's efforts in making ECCE accessible to all children.

2.5 Preschool Education in Anganwadi Services Scheme

ASS acts as a critical link between children and elementary education system. It also provides a protective environment for young children including care and protection. **Sharma, (1992)** conducted a study which showed that the ICDS programme in its more than three decades of existence has reflected both strengths and weaknesses regarding the preschool education. Some of the strengths of the scheme have highlighted its significant impact to enhance the overall development of children. The National Evaluation Report on ICDS indicated that it played positive role in 7 promoting enrolment in elementary preschools. However, the report also stated that there was tremendous scope for improving the implementation of the preschool education component (PSE) of the ICDS Scheme **sachar, et. al. (1996)**. PSE imparted through Anganwadi under the ICDS scheme emerged as a single most important factor in the better performance of attenders, even many years after having attended Anganwadi's, thus indicating its sustainability. ICDS is an effective medium to enhance early learning among children in the long run by way of non-formal education

Gyanendra (1997) observed in a study that academic performance of children who received preschool education under ICDS Scheme was better than those children who do not attended Anganwadi. The behavior pattern of children with respect to obedience, behavior with peers, elders and teachers indicated long term positive effects of ICDS services.

Shabnam (2003) revealed in a study that the preschool education is a very crucial component of the package of services envisaged under ICDS as it seeks to lay the foundation of physical,



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psychological, cognitive and social development of children. Its programme for children in the Anganwadi centers are directed towards providing and ensuring a natural, joyful and stimulating environment, with emphasis on necessary inputs for optimal growth and development. The main objective of preschool education component is to stimulate and satisfy the curiosity of child, rather follow any rigid learning curriculum. Preschool education in a non- formal setting forms the backbone of ICDS programme as its all services converge at the Anganwadi.

Nuwal (2013). Integrated Child Development Services Programme continues to be world's most unique early childhood development programme which is being satisfactorily operated for more than three decades of its existence. The uniqueness of this programme lies in the fact that it has introduced and includes preschool education component for the children whereas other components have existed earlier in various national programmes and have been routed through ICDS to reach the larger population

A cross sectional study on client satisfaction of Anganwadi Centres under Integrated Child Development Services scheme in a slum of Kolkata conducted by **Prabakar, et. al. (2014)** revealed that preschool Education was a huge disappointment in Chetla (largest slum of Kolkata) where 93.3% of respondents mentioned that there was no proper PSE for the children and the AWWs spent majority of their time in writing registers, serving food, sitting idle or being absent. The other reasons might be inadequate prerequisite of teaching aids, poor accommodation or lack of enough space for children, lack of training of AWW and mainly tendency to put forth full emphasis on SN rather than PSE.

2.6 Importance of Preschool Education

The other reason for extending the span of early childhood from 6 to 8 years is to ensure a gradual and smooth transition from preprimary to primary education, which is a structured and formal learning system requiring effective interface. The term 'Care' has been added in recognition of the fact that young children need care and nurturing. In addition to their health and nutritional needs, their psychosocial and emotional needs also have to be met adequately for their holistic development. The term Education covers learning, a process of acquiring knowledge, skills, habits, attitudes, etc. It also indicates an important focus, viz., to prepare the young child to enter the formal educational stream/system. Thus, the term ECCE refers to a philosophy of providing opportunities/experiences to young children up to 8 years



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of age in order to promote their holistic development, as well as arranging and providing services and support systems to communities and families to meet the needs of their young children. For the sake of convenience, and for purposes of programming and institutional location, ECCE can be divided into three sub stages: birth to 2+, 3 to 5+, and 6 to 8+

Preschool education is the provision of education for children before the commencement of statutory education between the ages of three to six years (**Wikipedia, 2008**). An experimental study of early childhood education intervention by **Campbell and Ramey (1994)** for children from poor families clearly shows the positive effects of preschool treatment on intellectual development and academic achievement.

Another study led by **Shabnam (2003)** which revealed that preschool education centers in India are known by different names such as nursery school, shishu vihar, shishu vaticas, Anganwadis, Balwadis and Montessori schools. All these serve children before entry into primary schools. Researches have shown that the most crucial years for learning are the preschool years when the child's brain is growing and developing. These are the years when nurturing and appropriate stimulation will reap lifelong benefits as children develop self-worth and a host of new skills that will serve them for a life time. (www.aea.aide-et-action.org.com). **Anuradha and Komala (2002)** reported that non formal education of preschool children has positive effects on development of beneficiaries in physical, personal-social and intellectual areas. Good preschool experience has the potential to deeply influence learning and development of the children. **Osakwe (2009)** studied that pupils who received pre-primary education perform better in their cognitive skills, motor skills and social skills than who did not.

Malik (2012) observed in a study that preschool education is directed towards promoting holistic child development. It also contributes to the universalization of primary education and preparing the child for schooling. Research studies have also shown that ECCE enhances literacy skills, child's ability to learn, to communicate ideas to get along with others.



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CHAPTER-3

METHODOLOGY



CHAPTER-III

METHODOLOGY

This chapter describes the methodological steps adopted in present study. The methodological aspects pertaining to the present study are described under the following subheads:

- (i) Locale of the study
- (ii) Sampling Procedure
 - o Selection of Respondents
- (iii) Tools for Data Collection
- (iv) Process of Data Collection
- (v) Analysis of data

1. Locale of the Study

The study was confined to the state of Uttar Pradesh and it was carried out in urban and rural ICDS projects of selected eight districts viz., Agra, Aligarh, Lucknow, Bahraich, Jhansi, Jalaun, Sitapur and Kanpur. Three ICDS projects from each districts were purposely selected for the study.

2. Sampling Procedure

➤ Selection of Functionaries

A team of ICDS functionaries namely, CDPOs, Supervisors and AWWs comprised an important set of respondents. From each ICDS Projects, 5 AWCs were purposively selected for the study. Total sample will be: 24 ICDS Projects (CDPOs), 48 supervisors and 120 AWWs. Besides the ICDS functionaries, the focus group discussion was done with the beneficiaries (Mothers of children aged 3-6 years) coming at AWCs.

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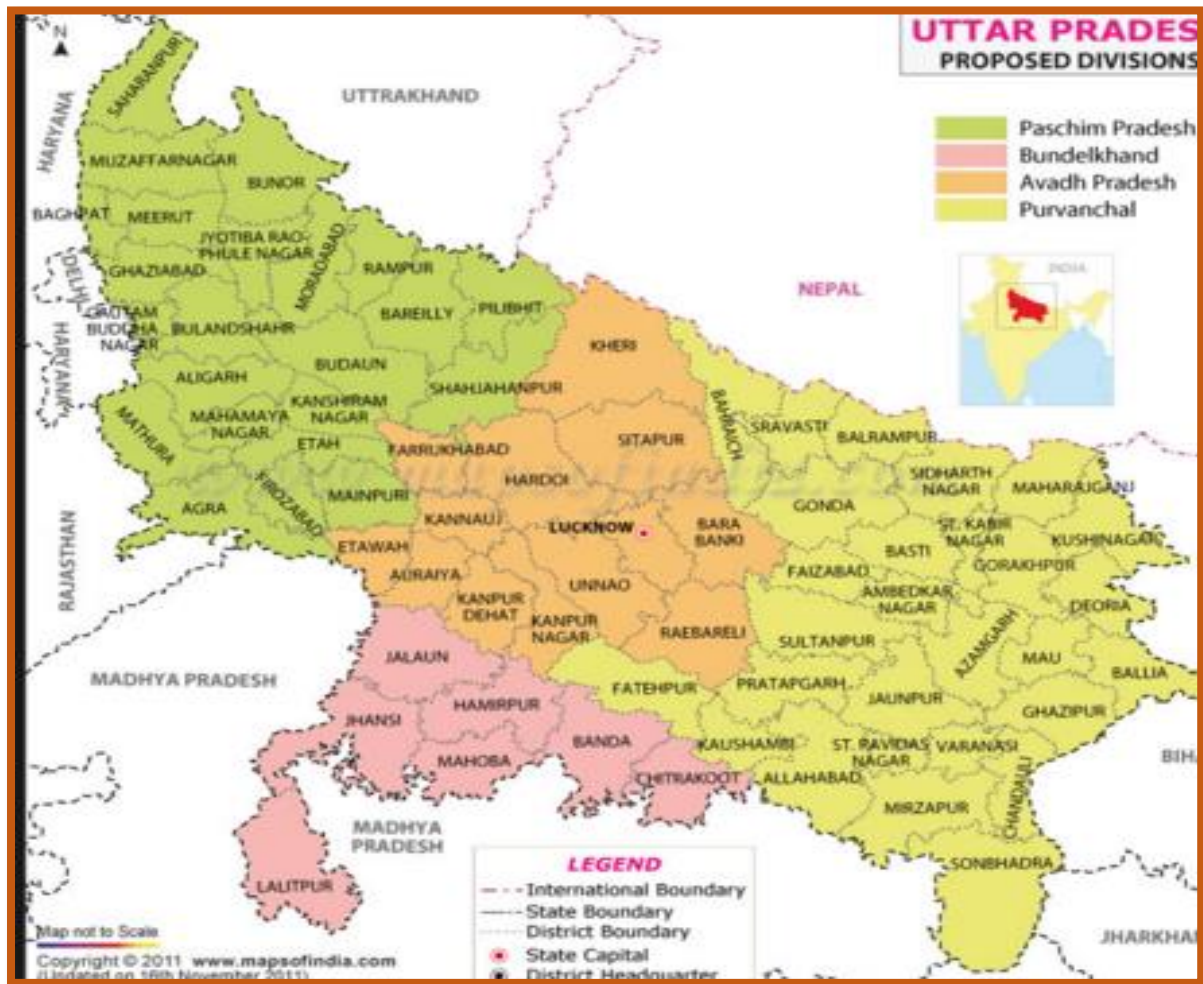


Fig: 3.1 Map of Uttar Pradesh

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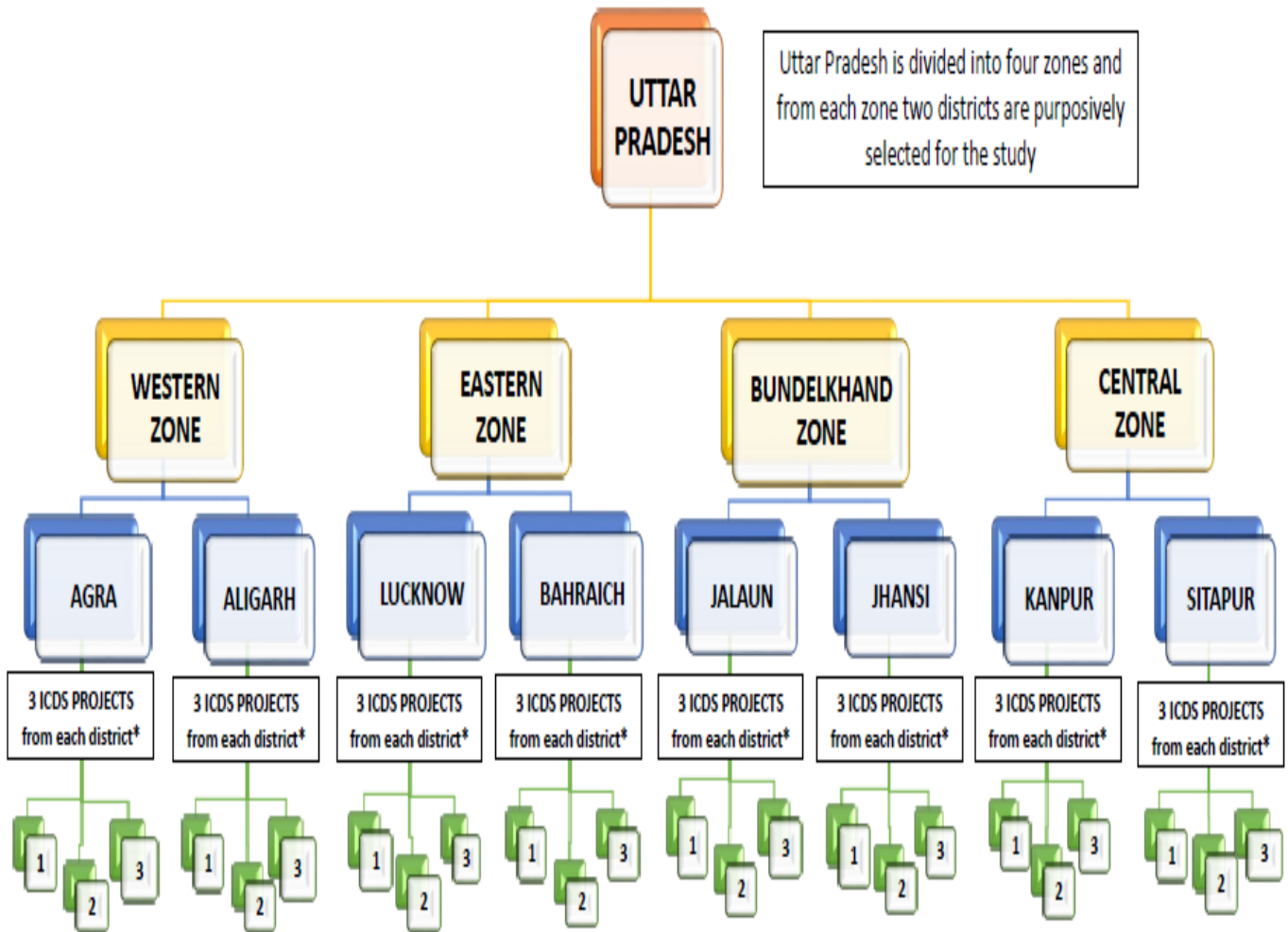


Fig: 3.2: Organogram of Study

3. Tools for Data Collection

In order to collect the required information and data for the study, three types of appropriate schedule were devised.

(i) Interview schedule for CDPOs

A self-structured interview schedule was prepared for assessing the knowledge of CDPOs regarding the awareness and utilization of ECCE day celebration at AWCs. Major content of the interview schedule were:

- Profile of CDPOs
- Detailed information of project
- Demographic profile of ECCE in ICDS Project.
 - Knowledge about the purpose of organizing ECCE day



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- Key activities carried out during fixed monthly ECCE Day
- Issues discussed with the parents/ community during ECCE day
- Role of CDPO in the organization of fixed monthly ECCE Day
- Outcome of organizing ECCE day
- Constraints/ limitations in conducting/ organizing fixed monthly ECCE day

(ii) Interview schedule for Supervisors

A self-structured interview schedule was prepared for assessing the knowledge of Supervisors regarding the awareness and utilization of ECCE day celebration at AWCs. Major content of the interview schedule were:

- Profile of Supervisors
- Detailed information of project
- Status of ECCE Day in ICDS Project
 - Knowledge about the purpose of organizing ECCE day
 - Key activities carried out during fixed monthly ECCE Day
 - Issues discussed with the parents/ community during ECCE day
 - Role of CDPO in the organization of fixed monthly ECCE Day
 - Outcome of organizing ECCE day
 - Constraints/ limitations in conducting/ organizing fixed monthly ECCE day

(iii) Interview schedule for AWWs

A self-structured interview schedule was prepared for assessing the knowledge of AWWs regarding the awareness and utilization of ECCE day celebration at AWCs. Major content of the interview schedule were:

- Profile of Supervisors
- Detailed information of project
- Physical infrastructure of AWC
- Status of Organization of ECCE Day at AWCs
 - Knowledge about the purpose of organizing ECCE day
 - Key activities carried out during fixed monthly ECCE Day
 - Issues discussed with the parents/ community during ECCE day
 - Availability of resources for organization of fixed monthly ECCE at AWC
 - Any help/ support from ICDS functionaries



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- Any help/ support from local stakeholders and community for organizing ECCE day
- Difficulties/ limitations do you faced during organization of ECCE day?
- Benefits/ outcomes of organization of ECCE day?

(iv) Checklist for Focused Group Discussions

A self-structured checklist was prepared for assessing the knowledge of mothers of Anganwadi Centre children, regarding the awareness and utilization of ECCE day celebration at AWCs and also the awareness about their children's development and the activities they perform and learn at AWCs. Major content of the checklist were:

- Mothers coming to AWC for meeting / any other programme
- Information given / topics of discussion between the AWW and the mothers
- Discussion about the child's performance in the pre-school between the workers and mothers
- Display of work done by the child at AWC on ECCE day, by the AWW
- Assessment of child on his / her performance on regular intervals

4. Pretesting of Interview Schedules

Pretesting was carried out in rural areas of Lucknow (Nindura ICDS Project, Barabanki). The pretesting proved quite fruitful as it helped in making necessary modifications in all the interview schedules. Some new questions were also added on the basis of the observations and interaction with respondents.

5. Procedure for Data Collection

Data for the present study was collected with the help of interview schedules developed for the study. The purpose of the study was explained to the concern DPOs and CDPOs of the selected eight districts of Uttar Pradesh. Letters were sent to them regarding the tentative plan for data collection in order to obtain their maximum cooperation. As per provided list of villages and wards collection of data was started. The data collection was conducted in two phases. In the first phase of data collection, four districts namely; Sitapur, Bahraich, Kanpur and Aligarh were selected. Whereas, in the second phase of data collection the remaining districts namely; Agra, Jhansi, Jalaun and Lucknow were covered. Three ICDS

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Projects were selected from each districts. From each ICDS Projects, 5 AWCs were purposively selected for the study. Hence, 15 AWCs from each district were selected. ICDS functionaries (CDPOs, Supervisors and AWWs) were interviewed followed by focus group discussion with mothers of children aged between 3 to 6 years. Data were collected by making visit to AWCs of theselected eight districts of Uttar Pradesh. Overall, it took two months for data collection from eight districts of Uttar Pradesh.



Fig.: 3.3: CDPOs of the selected districts

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Fig.: 3.4: Anganwadi Centres of the selected districts

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Fig.: 3.6: Focused Group Discussion with the mothers at Anganwadi Centre



Administration of Tools

Interview schedule for each ICDS functionaries were administered individually. However, Focused group discussion was carried out among group of mothers at AWC. First of all they were greeted and explained the purposes of the study. They were asked to discuss about the quires and doubts regarding the questions.



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Scoring and Tabulation

The filled schedules were rechecked properly. Three separate excel sheet of CDPOs, Supervisors and AWWs were prepared and data was entered. The responses on open ended questions were classified. After this, coding was done for both close and open ended questions. A numbers of tables were formulated depending on the kind of information required by keeping the objectives of the study. The collected information was compiled in Microsoft excel.

Data Analysis

The obtained data was compiled and filtered in excel sheets. The data was analyzed in terms of frequency and percentage.



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CHAPTER-4

RESULTS AND DISCUSSION



CHAPTER-4

RESULTS AND DISCUSSION

CHAPTERS

- 1) Profiles of ICDS functionaries
- 2) Availability of Infrastructure
- 3) Status of ECCE day
- 4) Awareness and utilization of ECCE day
- 5) Status of convergence with the concerning department of ECCE day
- 6) Outcome of organizing the ECCE day as specified by the ICDS Functionaries
- 7) Constraints/ limitations faced by the ICDS functionaries in effective implementation of the ECCE day
- 8) Suggestions given by the ICDS Functionaries for the improvement of ECCE day in ICDS Project

4.1: Profiles of ICDS functionaries:

The Department of Women and Child Development under the Ministry of Human Resource Development is responsible for implementation of National policy for children, the Integrated Child Development Services, and training of ICDS functioning (Sirohi, 2005). At the state level, Department of Social Welfare, Women and Child Development or the Nodal Department as may be decided by the State Government is responsible for the overall direction and implementation of the programme. At the district level, the district officer (Collector/ District Development and Programme Officer / Deputy Commissioner) is responsible for coordination and implementation of the scheme. At the Block level, the CDPO is in charge of implementing the programme. In large rural and tribal blocks, an Additional Child Development Project Officer (ACDPO) is also recruited who forms the link between the supervisors and the CDPO and assist the CDPO in day-to-day functioning and 13 field visits. At the village level, the services are provided at the Anganwadi Centre (Evaluation Report on ICDS, 2011).



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The Child Development Project Officer (CDPO): At the block level, the Child Development Project Officer (CDPO) is the in-charge of an ICDS project and is the principal executive functionary. The most important responsibility of the CDPO is to supervise the supervisor and the AWW. Through organizing periodic meetings and visits, he / she is expected to provide technical and professional input and to impart training to the team of the block. Besides, the CDPO is required to send the Monthly Progress Report and Half-yearly Progress Report to the State Government. The CDPO's Monthly Progress Report consists of vacancies of ICDS functionaries at the block and AWC level. The CDPO is assisted by a coordination and advisory committee of seven members (including self), where officials from different departments are included to achieve its objectives. The committee consists of CDPO, person from Health and Family Welfare, department of elementary education, Block Development Officer (BDO), department of Drinking Water Supply, member of Panchayati Raj and the CDPO himself to meet the requirements of health, sanitation, drinking water, pre-school education etc. The CDPO organizes periodic meeting with the committee members at the block level to run the project smoothly.

The Supervisor: In between the AWW and the CDPO, there exists a supervisor in order to guide or supervise the AWW. Normally, one supervisor is supposed to supervise 25 AWCs on an average. The supervisor is expected to keep close contact with the AWW and visit each Centre assigned to her at least once a month. The supervisor provides support and suggestion to the AWW to render the services suitably and in solving any problem that she faces. She provides support in growth monitoring and organizing NHE programme, planning pre-school education, organizing monthly meeting etc. However, such well-intentioned programmes may not achieve their goals if proper monitoring and evaluation is not done.

Anganwadi Worker (AWW) and Anganwadi Helper (AWH): The AWW and AWH are the grass root level lady honorary workers and manage the AWC, where the ICDS services are delivered to the target groups at the ultimate level. The AWW is the key functionary of ICDS at the grass root level. She is a voluntary and honorary worker usually recruited from within the local community. The AWW is assigned with a good number of duties. The fundamental role of an AWW is to conduct pre-school activities for children of 3-6 years of age. She has to deliver the services namely PSE, SNP and NHE primarily at the AWC, while the other services, viz. Immunization, Health check-up and Referral are provided in assistance with the health functionaries, MO / ANM of the nearest PHC or its



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sub-centre. Another responsibility of the AWW is to prepare monthly progress report containing information on birth and death of children, maternal death, and number of children attending the AWC for SN and PSE. She has to maintain a number of registers for noting down every activity of the Centre. Nutritional status of children through growth monitoring, organizing NHE programme at the center and home visit has also to be done by the AWW. Besides, she has to organize a platform for ‘Mother Child Protection Day’ for primary health check-up and immunization of the mother and child beneficiaries. For this service, the AWW is required to establish correlation with the ANM and ASHA. The sick or malnourished children detected after growth assessment and check-up need to be referred to the PHC or its sub-centre for prompt medical attention. Moreover, the AWW is the main operator of the centre. Hence, it is her responsibility to ensure a hygienic surrounding of the centre, and to provide safe drinking water. The other important responsibility is to organize meeting with Village Level Managing Committee (VLMC) members and the community, whenever needed. The AWW is constantly guided by a supervisor and an AWH assists her in different activities at the centre. The AWH generally brings the children to the AWC by making door to door visit if they do not come to the centre. Besides preparing food for preschool children and keep the centre and surrounding neat and clean, the AWH has to deal with the duties at the centre if the AWW has to attend any official meeting, and is in leave period or has to be gone for doing any job related to ICDS. However, neither the AWW nor the AWH is a regular government employee.

This study was aimed to analyze the background information relating to variables like educational background, total work experience; training status etc. has a direct bearing on their efficacy to implement ICDS at the ground level.

Table 4.1.1: Personal Profile of ICDS functionaries

Personal Profile	CDPOs (n=24)		Supervisors (n=48)	
	(N)	(%)	(N)	(%)
Sex/ Gender				
Male	9	37.5	0	0
Female	14	58.3	46	95.8
Qualification				
Intermediate	0	0	3	6.25
Graduate	3	12.5	9	18.8



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Post- graduate	19	79.2	34	70.8
Ph.D/ M. Phil	1	4.2	0	0
Total Work Experience in ICDS				
Up to 10 years	9	37.5	8	16.7
10 – 15 years	1	4.2	12	25
15 – 20 years	4	16.7	4	8.3
20 – 25 years	5	20.8	23	47.9
25 – 30 years	0	0	0	0
30 – 35 years	5	20.8	0	0

The above table shows that out of the total number of CDPOs, majority were females (58.3 %) and the rest were males (37.5 %). Likewise, majority of supervisors were females (95.8 %) and none were males.

Out of total number of CDPOs, 12.5 percent were graduate, 79.2 percent were post-graduate while only 4.2 percent were Ph.D. and none of them were intermediate. Similarly, among the supervisors 6.25 percent were intermediate, 18.8 percent were graduate and 70.8 percent were post-graduate while none were Ph.D. Hence, the result shows that among CDPOs as well as supervisors, maximum were post-graduate.

In relation to the total work experience of ICDS functionaries; among the CDPOs, 37.5 percent were having a total work experience of up to 10 years, 4.2 percent were having 10-15 years of total work experience, 16.7 percent were having 15-20 years of total work experience, 20.8 percent were having 20-25 years of total work experience, while none of them were having a total work experience of 25-30 years and 20.8 percent were having a total work experience of 30-35 years. Likewise, among total number of supervisors, 16.7 percent were having a total work experience of up to 10 years, 25 percent were having 10-15 years of total work experience, 8.3 percent were having 15-20 years of total work experience, 47.9 percent were having 20-25 years of total work experience, while none of them were having a total work experience of 25-30 years and 30-35 years. Hence, the result indicates that maximum number (37.5 %) of CDPOs were having a total work experience of up to 10 years and maximum number (47.9 %) of supervisors were having 20-25 years of total work experience.



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Table 4.1.2: Personal Profile of Anganwadi Workers (n=120)

Personal Profile	Total Number (N)	Percentage (%)
Age of Anganwadi Workers		
Up to 25 years	0	0
26 – 40 years	40	33.3
41 – 60 years	73	60.8
Above 60 years	7	5.8
Educational Qualification		
Below Matric	2	1.7
Matriculate	32	26.7
10 + 2	13	10.8
Graduate	41	34.2
Post Graduate	32	26.7
Experience of AWW in ICDS		
Up to one year	0	0
1 – 5 years	0	0
5 – 10 years	18	15
10 years and above	102	85

The above table shows that 33.3 percent of AWWs were in the age of 26-40 years whereas 60.8 percent of Anganwadi workers were in the age of 41-60 years. About 5.8 percent of AWWs were in the age group of above 60 years. However, none belong to the age group of up to 25 years. Results suggest that major portion of AWWs belongs to age group of 41-60 years.

It is evident from the above table that 1.7 percent of the Anganwadi workers had education of below matric, 26.7 percent were matriculate, 10.8 percent were intermediate, 34.2 percent were graduate and 26.7 percent were post-graduate. Hence, maximum (34.2 %) number of workers were graduate.

In relation to the experience of AWW in ICDS, maximum (85 %) were having an experience of 10 years and above, whereas only 15 percent were having an experience of 5-10 years and none were having an experience of 1-5 years and up to 1 year.



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Table 4.1.3: Training of ICDS Functionaries for Organization of ECCE day in ICDS Project		
Training of CDPOs for Organization of ECCE day (n=24)	Total Number (N)	Percentage (%)
Yes	17	70.8
No	6	25
If yes, from where received?		
State	8	33.3
NIPCCD	4	16.7
Any Other	5	20.8
Training of Supervisors for Organization of ECCE day (n=48)		
Yes	30	62.5
No	16	33.3
If yes, from where received?		
State	12	25
NIPCCD	0	0
Any Other	18	37.5

From the above table it can be concluded that out of total number of CDPOs, maximum (70.8 %) number of CDPOs received training for the organization of ECCE day while 25 percent didn't received any training for the organization of ECCE day. Out of 70.8 percent of CDPOs who received training, 33.3 percent of CDPOs received training from the State level, 16.7 percent from NIPCCD and 20.8 percent from any other source.

Similarly, out of total number of Supervisors, maximum (62.5 %) number of Supervisors received training for the organization of ECCE day while 33.3 percent didn't received any training for the organization of ECCE day. Out of 62.5 percent of Supervisors who received training, 25 percent received training from the State level, none of them received any training from NIPCCD and 37.5 percent received training from any other source.

4.2: Availability of Infrastructure: Physical infrastructure indicates the building, its location and surrounding areas, the type of building and its size, furniture's and racks inside the centres, etc. This standard also considers the cleanliness and maintenance of the Centres as a whole. If proper physical infrastructures are not available then there cannot be smooth functioning of the centre. Good infrastructure ensures that teachers and students are provided with the necessary facilities for a proper teaching learning experience. This category contains 18 dimensions which are briefly explained as follows.



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According to the Quality Standards for ECCE, each centre should have at least one classroom measuring 35 square meters for a group of 30 children. If more than 30 children are enrolled then a need would arise for two or more classrooms depending on the number of enrollment. Outdoor activities were given due importance as well as it helps to provide a wholesome learning experience for children. A 30 square meter area of outdoor space should be available for a group of 30 children.

ECCE centres are required to be properly lighted and properly ventilated. Electricity is required to provide light and to operate equipment inside the centres. If no electricity is present then it would hamper the teaching learning process to some extent. The Quality Standards Framework wanted to ensure that the ECCE centres were located in a place which was at a distance from sources of excessive pollution like heaps of garbage, cattle shed/animal shelter, slush and stagnant water and uncovered drains. The reason behind this is that if the centres are located near places of excessive pollution it could be detrimental to the health of the children enrolled at the centre.

The Framework also aims at setting an example for inclusive education and recommended that each ECCE centre should be disabled friendly. Equipment for outdoor play activities ensure gross motor development in children and as such the possession of such equipment are also recommended.

As proposed by the Quality Standards Framework each ECCE centre is to have an allocated area for cooking meals. This was necessary because each centre has been provided with supplementary nutrition which they are to cook and distribute to the children. Food items that were to be distributed needed to be kept properly so that they would not be tampered with. A separate cupboard should be available solely for the purpose of storing the food items. The quality standards Framework suggest that each day should consist of a half an hour break where children could have time for resting and maybe even have time to take a nap. For this purpose the Framework suggest that there should be an allocated space for nap time for children in age centre.

All ECCE centres need to be equipped with the necessary facilities that they require. Children are to be provided with shelves on which they are to keep their belongings. Teachers/ workers at the ECCE centres are to be fully equipped with their basic need like

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desk, chairs, shelves and racks. They require storage space for storing materials and records of children.

Cleanliness is a good habit that should be maintained all the time. A clean classroom is a healthy classroom. The Framework therefore, recommends that each centre should be clean and tidy, with clean furniture's and toilets. The toilets should be equipped with soap and water at all time and the separate toilets for boys and girls were recommended. Clean and safe drinking water should also be available at the centres.

In this study, an attempt has been made to analyze various input indicators of infrastructure in terms of type of building, ownership of AWC Building, electricity facility at AWC, availability of adequate indoor and outdoor space. These facilities have important bearing on the delivery of services and overall well-being of women and children.



Fig.: 4.2.1: Availability of Infrastructure

Table 4.2.1: Type of Building (n=120)			
S. No.	Types	Total Number (N)	Percentage (%)
1.	Kuchha	0	0
2.	Pucca	118	98.3
3.	Semi Pucca/Mixed	1	0.8
4.	Public place	1	0.8

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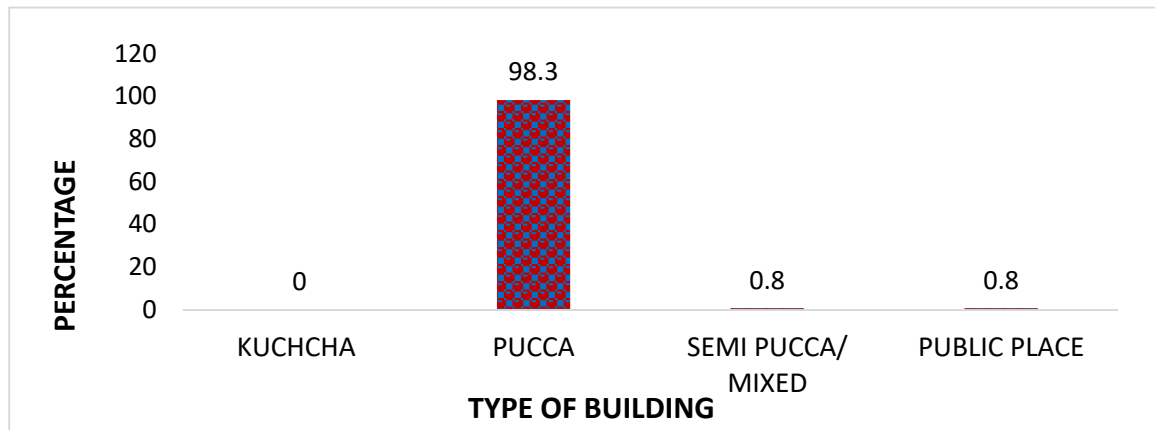


Fig. 4.2.2: Type of Building

It is evident from the above table that out of total number of AWWs, maximum (98.3 %) was having Pucca type of Anganwadi centre building. Whereas only One AWW was having Semi Pucca/Mixed type of AWC building and one AWW used to run the centre at any available public place as there was no such place allotted for the Centre. While none had kuchha type of Anganwadi Centre building.

Table 4.2.2: Ownership of AWC Building (n=120)

S. No.	AWC Building	Total Number (N)	Percentage (%)
1)	Constructed by Govt.	29	24.2
2)	Rent free Govt. Building	0	0
3)	School Building	36	30
4)	Community/ Panchayat building without rent	14	11.7
5)	Rented Building	33	27.5
6)	AWW's Own House	5	4.2
7)	Helper's House	1	0.8

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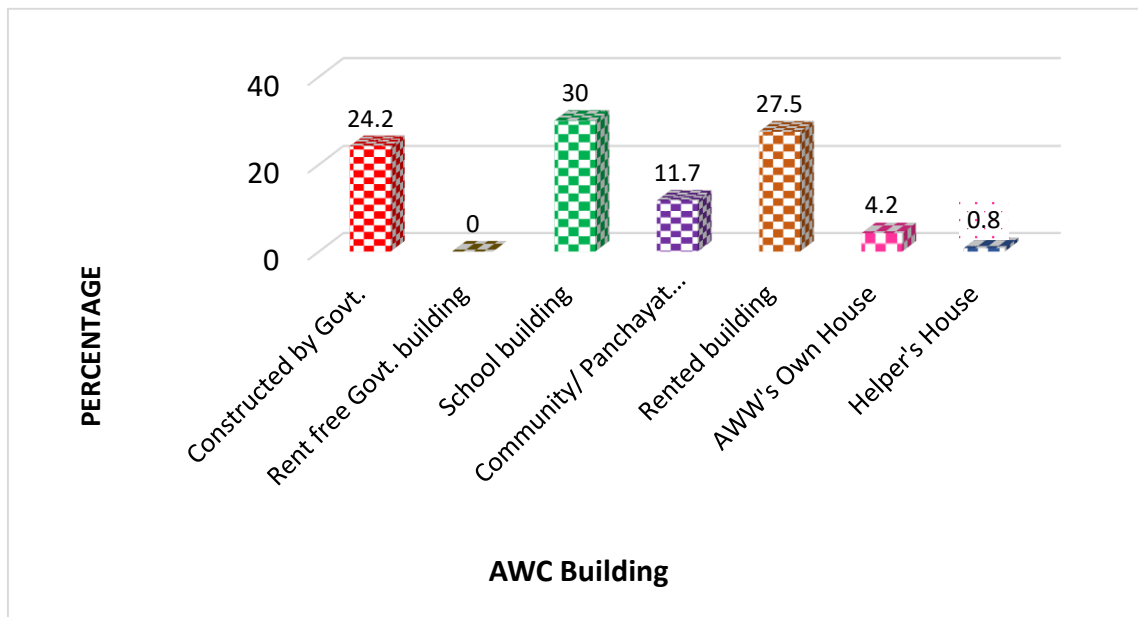


Fig. 4.2.3: Ownership of AWC Building

The above table shows that maximum (30 %) of the workers run their centre at buildings of the school, 27.5 percent run at the rented buildings, 24.2 percent had building for the centre constructed by Government (departmental), 11.7 percent of the workers run their centre at community building/ Panchayat building without rent, 4.2 percent of the AWWs run their centre at their own house. Whereas only one AWW run her centre at Anganwadi helper's house and none of them had rent free Govt. building for the centre.

Table 4.2.3: Availability of adequate indoor, outdoor space and electricity facility at AWC

	No. of AWCs having adequate Indoor Space		No. of AWCs having adequate Outdoor Space		Electricity facility	
	N	%	N	%	N	%
Yes	85	70.8	9	7.5	53	44.2
No	34	28.3	110	91.7	66	55

The above table shows that 70.8 percent of AWCs were having adequate indoor space and 7.5 percent of AWCs were having adequate outdoor space. 44.2 percent of AWCs were having facility of electricity.

4.3: Status of ECCE day: The 'status' here implies where the current position of the AWCs in the districts of Uttar Pradesh lies with respect to ECCE. The researcher probes into various

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dimensions of the AWCs using the help of the checklist cum observation schedule for ECCE and tries to find out the position of the AWCs in incorporating ECCE in their Centres.

In order to determine the current status of the AWCS, their current situation was observed using the checklist cum observation for ECCE. Data collected using this checklist cum observation schedule for quality standard in ECCE are analyzed under the five categories of the checklist and also taking into consideration the responses of the stakeholders from the interview guides. The analysis and interpretations are presented below using each category as a heading and base of interpretation.

In this study, an attempt has been made to analyze various factors regarding the status of ECCE day in terms of allocation of budget and availability of resources for the organization of ECCE day, number of fixed monthly ECCE days being organized in the following years in ICDS project, number of AWCs reviewed in a month in ICDS Project, monthly, bi-monthly and half yearly activities being organized during ECCE day.



Fig.: 4.3.1: Activities being organized during ECCE day



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Role of ICDS functionaries in the organization of ECCE day in ICDS Project

The result shows that the various roles of CDPOs in the organization of ECCE day were specified as follows: Ensure that ECCE day is being organized every month, To give training to supervisors and AWW about the celebration of ECCE Day, To observe whether the ECCE day is being organized, To inform parents about their children and tell them to come to AWC, Encouraging the parents, whenever possible, to get involved in AWC activities and informing them about the importance of ECCE, Spreading awareness about the pre-school education in child's holistic development and To provide help from health, education, convergence department, community.

Similarly, the various roles of CDPOs in the organization of ECCE day were specified as follows: Ensure that ECCE day is being organized every month, To supervise AWW to organize ECCE Day, Tell the parents about the benefits for sending their children to AWC for ECCE day, so that they prepare themselves for school, To collect all the mothers to the centre and to inform them to send their children to the centre, Proper weighing of children, To perform activities in the presence of parents, Educate children through play, Information about maintaining of cleanliness and To discuss about various things, about physical and mental development, malnourished children to admit in NRC.

Table 4.3.1: Budget allocated at the project level for organization of ECCE day		
Allocation of Budget at the project level for organization of ECCE day	Total Number (N)	Percentage (%)
Yes	-	-
No	189	98.4

The above table shows that, according to the maximum number of ICDS Functionaries (98.4 %), there were no budget allocated at the project level for the organization of ECCE day.

Table 4.3.2: Availability of resources for organization of ECCE at AWC (n=120)		
Material/ Aids	Total Number (N)	Percentage (%)
Availability of ECCE material		
Yes	20	16.7
No	38	31.7



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Availability of adequate Teaching Aids		
Yes	19	15.8
No	45	37.5
Availability of any ECCE Curriculum for AWW issued by State Govt. for organizing PSE		
Yes	1	0.8
No	111	92.5
Availability of Activity Book		
Yes	27	22.5
No	6	5
Availability of Assessment Card		
Yes	0	0
No	119	99.2
Any other ECCE material		
Yes	0	0
No	119	99.2

The above table shows that maximum number (31.7 %) of AWWs didn't have the required ECCE material while 16.7 percent of AWWs had ECCE material.

Out of total number of AWWs maximum number (37.5 %) of AWWs didn't have adequate teaching aids whereas 15.8 percent had adequate teaching aids.

It is evident from the above table that the maximum number (92.5 %) of AWWs didn't have any ECCE curriculum issued by State Govt. for organizing PSE while only One had ECCE curriculum issued by State Govt.

Out of total number of workers, maximum number (22.5 %) of workers possessed activity book while only 5 % didn't possess any activity book.

Out of total number of AWWs, 99.2 percent didn't have assessment card as well as any other ECCE material.

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Table 4.3.3: Number of AWC reviewed in a month in ICDS Project

S. No.	Number of AWCs	CDPOs (n=24)		Supervisors (n=48)	
		(N)	(%)	(N)	(%)
1.	Up to 10	5	20.8	5	10.4
2.	10 – 15	2	8.3	2	4.2
3.	15 – 20	1	4.2	1	2.1
4.	20 – 25	4	16.7	4	8.3
5.	Above 25	10	41.7	10	20.8

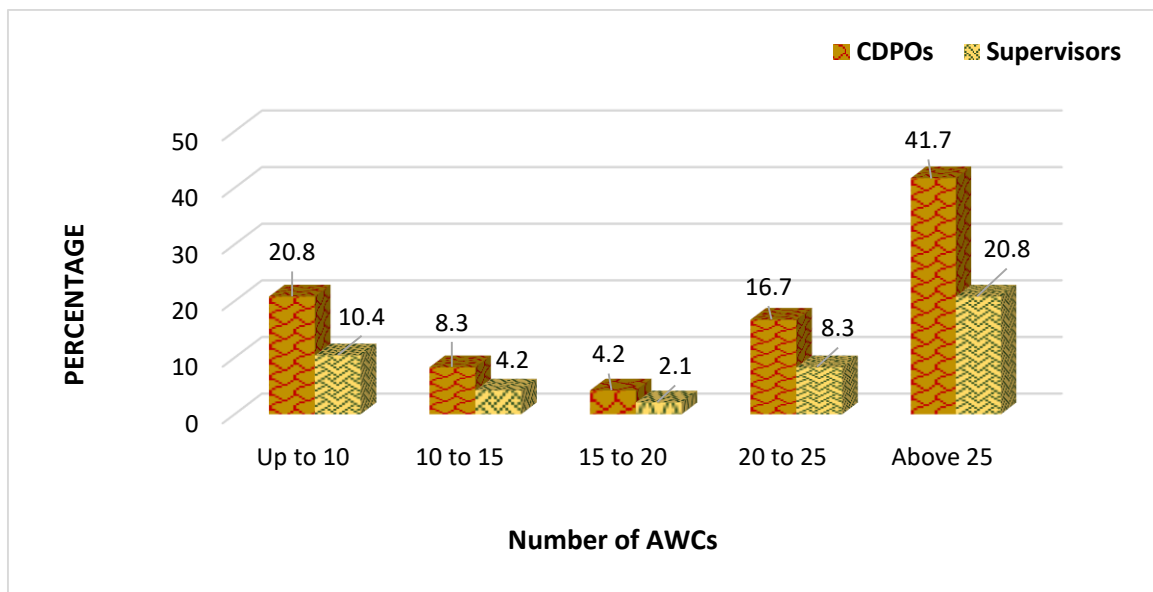


Fig. 4.3.2: Number of AWC reviewed in a month in ICDS Project

From the above table it can be concluded that among total number of CDPOs, 20.8 percent reviewed up to 10 AWCs in a month, 8.3 percent reviewed 10-15 AWCs in a month, 4.2 percent reviewed 15-20 AWCs in a month, 16.7 percent reviewed 20-25 AWCs in a month and 41.7 percent reviewed above 25 AWCs in a month. Hence, majority (41.7 %) of CDPOs reviewed above 25 AWCs in a month in ICDS project.

Out of total number of Supervisors, 10.4 percent reviewed up to 10 AWCs in a month, 4.2 percent reviewed 10-15 AWCs in a month, 2.1 percent reviewed 15-20 AWCs in a month and 8.3 percent reviewed 20-25 AWCs in a month and 20.8 percent reviewed above 25 AWCs in a month. Therefore, majority (20.8 %) of Supervisors reviewed above 25 AWCs in a month in ICDS project.



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Table 4.3.4: Monthly Activities organized during ECCE day in ICDS Project

Monthly Activities		CDPOs (n=24)		Supervisors (n=48)		AWWs (n=120)	
		(N)	(%)	(N)	(%)	(N)	(%)
Display work of children	Yes	12	50	18	37.5	39	32.5
	No	11	45.8	28	58.3	81	67.5
Demonstrations of activities of children and parents	Yes	4	16.7	6	12.5	13	10.8
	No	19	79.2	40	83.3	107	89.2
Parent – AWW interaction	Yes	4	16.7	7	14.6	16	13.3
	No	19	79.2	39	81.3	104	86.7
Display of Advocacy Material on ECCE	Yes	0	0	0	0	9	7.5
	No	23	95.8	46	95.8	111	92.5
Talks for the parents	Yes	1	4.2	3	6.3	0	0
	No	22	91.7	43	89.6	120	100
Involvement of Community for awards and incentives to children/AWW/AWH	Yes	0	0	2	4.2	0	0
	No	23	95.8	44	91.7	120	100
Creating a corner where parents can donate toys, games, books, puppets and other play and learning material	Yes	0	0	0	0	0	0
	No	23	95.8	46	95.8	120	100
Collation of local cultural stories, rhymes, songs, games, drawings, art forms for activity bank	Yes	1	4.2	2	4.2	1	0.8
	No	22	91.7	44	91.7	119	99.2
Setting up of ‘Activity Corners’ at the AnganwadiCentres	Yes	1	4.2	2	4.2	0	0
	No	22	91.7	44	91.7	120	100

It is evident from the above table that out of 24 CDPOs, 12 CDPOs (50 %) informed that display work of children was one of the monthly activities organized during ECCE day



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and 45.8 percent informed that the above activity was not organized during ECCE day. 16.7 percent of CDPOs informed that Demonstrations of activities of children and parents was one of the monthly activities organized during ECCE day and 79.2 percent informed that the above activity was not organized during ECCE day. 16.7 percent informed that Parent – AWW interaction was one of the monthly activities organized during ECCE day and 79.2 percent informed that the above activity was not organized during ECCE day. None of the CDPOs informed that Display of Advocacy Material on ECCE was one of the monthly activities organized during ECCE day and 95.8 percent informed that the above activity was being organized during ECCE day. 4.2 percent informed that Talks for the parents was one of the monthly activities organized during ECCE day and 91.7 percent informed that the above activity was not organized during ECCE day. None of the CDPOs informed that Involvement of Community for awards and incentives to children/AWW/AWH was one of the monthly activities organized during ECCE day and 95.8 percent informed that the above activity was being organized during ECCE day. None of the CDPOs informed that creating a corner where parents can donate toys, games, books, puppets and other play and learning material was one of the monthly activities organized during ECCE day and 95.8 percent informed that the above activity was being organized during ECCE day. 4.2 percent informed that Collation of local cultural stories, rhymes, songs, games, drawings, art forms for activity bank was one of the monthly activities organized during ECCE day and 91.7 percent informed that the above activity was not organized during ECCE day. 4.2 percent informed that Setting up of ‘Activity Corners’ at the Anganwadi Centres was one of the monthly activities organized during ECCE day and 91.7 percent informed that the above activity was not organized during ECCE day.

Out of total number of Supervisors, 37.5 percent informed that display work of children was one of the monthly activities organized during ECCE day and 58.3 percent informed that the above activity was not organized during ECCE day. 12.5 percent of Supervisors informed that Demonstrations of activities of children and parents was one of the monthly activities organized during ECCE day and 83.3 percent informed that the above activity was not organized during ECCE day. 14.6 percent informed that Parent – AWW interaction was one of the monthly activities organized during ECCE day and 81.3 percent informed that the above activity was not organized during ECCE day. None of the Supervisors informed that Display of Advocacy Material on ECCE was one of the monthly activities organized during



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ECCE day and 95.8 percent informed that the above activity was being organized during ECCE day. 6.3 percent informed that Talks for the parents was one of the monthly activities organized during ECCE day and 89.6 percent informed that the above activity was not organized during ECCE day. 4.2 percent of Supervisors informed that Involvement of Community for awards and incentives to children/AWW/AWH was one of the monthly activities organized during ECCE day and 91.7 percent informed that the above activity was being organized during ECCE day. None of the CDPOs informed that creating a corner where parents can donate toys, games, books, puppets and other play and learning material was one of the monthly activities organized during ECCE day and 95.8 percent informed that the above activity was being organized during ECCE day. 4.2 percent informed that Collation of local cultural stories, rhymes, songs, games, drawings, art forms for activity bank was one of the monthly activities organized during ECCE day and 91.7 percent informed that the above activity was not organized during ECCE day. 4.2 percent informed that Setting up of ‘Activity Corners’ at the Anganwadi Centres was one of the monthly activities organized during ECCE day and 91.7 percent informed that the above activity was not organized during ECCE day.

Out of total number of AWWs, 32.5 percent informed that display work of children was one of the monthly activities organized during ECCE day and 67.5 percent informed that the above activity was not organized during ECCE day. 10.8 percent of AWWs informed that Demonstrations of activities of children and parents was one of the monthly activities organized during ECCE day and 89.2 percent informed that the above activity was not organized during ECCE day. 13.3 percent informed that Parent – AWW interaction was one of the monthly activities organized during ECCE day and 86.7 percent informed that the above activity was not organized during ECCE day. 7.5 percent of AWWs informed that Display of Advocacy Material on ECCE was one of the monthly activities organized during ECCE day and 92.5 percent informed that the above activity was being organized during ECCE day. None of the AWWs informed that Talks for the parents was one of the monthly activities organized during ECCE day while all of them informed that the above activity was being organized during ECCE day. None of the AWWs informed that Involvement of Community for awards and incentives to children/AWW/AWH was one of the monthly activities organized during ECCE day while all of them informed that the above activity was being organized during ECCE day. None of the AWWs informed that creating a corner where



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parents can donate toys, games, books, puppets and other play and learning material was one of the monthly activities organized during ECCE day while all of them informed that the above activity was being organized during ECCE day. 0.8 percent informed that Collation of local cultural stories, rhymes, songs, games, drawings, art forms for activity bank was one of the monthly activities organized during ECCE day and 99.2 percent informed that the above activity was not organized during ECCE day. None of the AWWs informed that Setting up of ‘Activity Corners’ at the AnganwadiCentres was one of the monthly activities organized during ECCE day while all of them informed that the above activity was being organized during ECCE day.

Table 4.3.5: Bi-Monthly Activities organized during ECCE day in ICDS Project

		CDPOs (n=24)		Supervisors (n=48)		AWWs (n=120)	
		(N)	(%)	(N)	(%)	(N)	(%)
Presentations such as dance, drama, rhyme recitation, etc. by groups of children	Yes	22	91.7	45	93.8	114	95
	No	1	4.2	1	2.1	6	5
Group activities for parents and children	Yes	2	8.3	7	14.6	10	8.3
	No	21	87.5	39	81.3	110	91.7
Development of play and learning material through parent and community participation	Yes	2	8.3	3	6.3	3	2.5
	No	21	87.5	43	89.6	117	97.5
Development of play material through participation of local artisans/ crafts persons	Yes	0	0	1	2.1	1	0.8
	No	24	100	45	93.8	119	99.2

It is evident from the above table that out of total number of CDPOs, 91.7 percent informed that Presentations such as dance, drama, rhyme recitation, etc. by groups of children was one of the bi-monthly activities organized during ECCE day and 4.2 percent informed that the above activity was not organized during ECCE day. 8.3 percent of CDPOs informed that Group activities for parents and children was one of the bi-monthly activities organized during ECCE day and 87.5 percent informed that the above activity was not organized during



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ECCE day. 8.3 percent informed that Development of play and learning material through parent and community participation was one of the bi-monthly activities organized during ECCE day and 87.5 percent informed that the above activity was not organized during ECCE day. None of the CDPOs informed that Development of play material through participation of local artisans/ crafts persons was one of the bi-monthly activities organized during ECCE day while all of them informed that the above activity was being organized during ECCE day.

Out of total number of Supervisors, 93.8 percent informed that Presentations such as dance, drama, rhyme recitation, etc. by groups of children was one of the bi-monthly activities organized during ECCE day and 2.1 percent informed that the above activity was not organized during ECCE day. 14.6 percent of Supervisors informed that Group activities for parents and children was one of the bi-monthly activities organized during ECCE day and 81.3 percent informed that the above activity was not organized during ECCE day. 6.3 percent informed that Development of play and learning material through parent and community participation was one of the bi-monthly activities organized during ECCE day and 89.6 percent informed that the above activity was not organized during ECCE day. 2.1 percent of Supervisors informed that Development of play material through participation of local artisans/ crafts persons was one of the bi-monthly activities organized during ECCE day and 93.8 percent informed that the above activity was not organized during ECCE day.

Out of total number of AWWs, 95 percent informed that Presentations such as dance, drama, rhyme recitation, etc. by groups of children was one of the bi-monthly activities organized during ECCE day and 5 percent informed that the above activity was not organized during ECCE day. 8.3 percent of AWWs informed that Group activities for parents and children was one of the bi-monthly activities organized during ECCE day and 91.7 percent informed that the above activity was not organized during ECCE day. 2.5 percent informed that Development of play and learning material through parent and community participation was one of the bi-monthly activities organized during ECCE day and 97.5 percent informed that the above activity was not organized during ECCE day. 0.8 percent of AWWs informed that Development of play material through participation of local artisans/ crafts persons was one of the bi-monthly activities organized during ECCE day and 99.2 percent informed that the above activity was not organized during ECCE day.



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Table 4.3.6: Half- Yearly Activities Organized during ECCE day in ICDS Project

		CDPOs (n=24)		Supervisors (n=48)		AWWs (n=120)	
Half- Yearly Activities		(N)	(%)	(N)	(%)	(N)	(%)
Sports day celebration	Yes	0	0	1	2.1	0	0
	No	23	95.8	45	93.8	120	100
Participation of all young children and parents/ community in fun activities	Yes	1	4.2	3	6.3	0	0
	No	22	91.7	43	89.6	120	100
Child friendly paintings on AWC walls	Yes	0	0	0	0	0	0
	No	23	95.8	46	95.8	120	100

It is evident from the above table that out of total number of CDPOs, none of the CDPOs informed that Sports day celebration was one of the half yearly activities organized during ECCE day and 95.8 percent informed that the above activity was being organized during ECCE day. 4.2 percent of CDPOs informed that Participation of all young children and parents/ community in fun activities was one of the half yearly activities organized during ECCE day and 91.7 percent informed that the above activity was not organized during ECCE day. None of the CDPOs informed that Child friendly paintings on AWC walls was one of the half yearly activities organized during ECCE day and 95.8 percent informed that the above activity was being organized during ECCE day.

Out of total number of Supervisors, 2.1 percent informed that Sports day celebration was one of the half yearly activities organized during ECCE day and 93.8 percent informed that the above activity was being organized during ECCE day. 6.3 percent of Supervisors informed that Participation of all young children and parents/ community in fun activities was one of the half yearly activities organized during ECCE day and 89.6 percent informed that the above activity was not organized during ECCE day. None of the Supervisors informed that Child friendly paintings on AWC walls was one of the half yearly activities organized during ECCE day and 95.8 % informed that the above activity was being organized during ECCE day.

Out of total number of AWWs, none of the AWWs informed that Sports day celebration was one of the half yearly activities organized during ECCE day while all of them



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informed that the above activity was not being organized during ECCE day. None of the AWWs informed that Participation of all young children and parents/ community in fun activities was one of the half yearly activities organized during ECCE day while all of them informed that the above activity was not being organized during ECCE day. None of the AWWs informed that Child friendly paintings on AWC walls was one of the half yearly activities organized during ECCE day while all of them informed that the above activity was not being organized during ECCE day.

4.4: Awareness and Utilization of ECCE day: From this study, analysis can be made regarding awareness of AWW on the organization of ECCE day, awareness of ICDS functionaries on issuance of Circular and Guidelines by MWCD for Implementation of ECCE day in ICDS Project, awareness on Purpose of Organizing ECCE day among ICDS Functionaries in ICDS Project, Awareness about Issues discussed with the parents/ community during ECCE day in ICDS Project, guidelines followed by the worker for fixed monthly ECCE Day, review of fixed monthly ECCE day, maintenance of record of ECCE day activities and reporting of organization of ECCE day in MPR.

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Fig.: 4.4.1: Utilization of ECCE Day



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Table 4.4.1: Awareness of AWW on the organization of ECCE day (n=120)		
Awareness of AWW on the organization of ECCE day	Total Number (N)	Percentage (%)
Yes	119	99.2
No	1	0.8
If yes, have you received any guidelines for organization of ECCE day		
Yes	15	12.5
No	104	86.7
Don't Know	0	0

It is evident from the above table that 99.2 percent of Anganwadi workers were aware about the organization of ECCE day. Only one worker didn't know about the organization of ECCE day.

The result shows that out of 99.2 percent of workers who were aware about the organization of ECCE day, 86.7 percent didn't received any guidelines while 12.5 percent had received guidelines for organization of ECCE day.

Table 4.4.2: Awareness of ICDS Functionaries on issuance of Circular and Guidelines by MWCD for Implementation of ECCE day in ICDS Project						
	Awareness of CDPOs (n=24)		Awareness of Supervisors (n=48)		Awareness of AWWs (n=120)	
	Total Number (N)	Percentage(%)	Total Number (N)	Percentage(%)	Total Number (N)	Percentage(%)
Yes	23	95.8	40	83.3	119	99.2
No	0	0	6	12.5	0	0

From the above table it can be concluded that out of total number of CDPOs, all (95.8 %) were aware about the circular and guidelines by MWCD. Similarly, out of total number of AWWs, all (99.2 %) were aware about the circular and guidelines by MWCD. Out of total



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number of Supervisors 83.3 percent were aware about the circular and guidelines by MWCD while 12.5 percent were unaware about the circular and guidelines by MWCD.

Table 4.4.3: Awareness on Purpose of Organizing ECCE day among ICDS Functionaries in ICDS Project (CDPOs)		
Awareness on Purpose of Organizing ECCE day among CDPOs (n=24)	Total Number (N)	Percentage (%)
Yes	23	95.8
No	0	0

From the above table it can be concluded that majority of the CDPOs were aware about the purpose of organizing ECCE day which corresponds to 95.8 percent.

The reasons/purpose for organizing ECCE day as specified by the CDPOs were: To increase communication between parents and AWW, To develop interest between AWW and parents, Parents are getting aware about the activities of their children are learning at the centre, To improve domains of development, They taught everything in casual way so they regularly come to AWC, All round development of PSE children, Children's involvement with parents, Awareness generation among parents, To maintain learning process, To involve children in many activities so that they stay at AWC, It's all about the activities and performance of children in AWC, The activities to be performed in front of their parents, To inform about the activities of children to their parents, To prepare children for PSE, Growth monitoring, To increase the interest of children towards AWC, To aware the parents about AWC, To inform mental, physical development of children, To increases the AWC enrolment, Pre-School age development in children, Preparation for school studies, To educate children through play, Community involvement, To increase the no. of children in the AWC, Holistic development, To decrease the mortality rate and To focus on holistic development of children and their health.



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Table 4.4.4: Awareness on Purpose of Organizing ECCE day among ICDS Functionaries in ICDS Project

Awareness about Purpose of Organizing ECCE day among Supervisors (n=48)	Total Number (N)	Percentage (%)
Yes	46	95.8
No	0	0

From the above table it can be concluded that majority of the Supervisors were aware about the purpose of organizing ECCE day which corresponds to 95.8 percent.

The reasons/purpose for organizing ECCE day as specified by the Supervisors were: to enhance mental, physical and cognitive development of children, to know the interest of children in terms of education, to care for the infants, awareness generation, to improve domains of development, to inspire other children to come to AWC, children are learning, to make parents aware about mental and physical growth of their child, to make parents aware about the activities of the children in AWC, children should be clean, domains of development, PSE for 3-6 years children, education for children (to develop interest among children), preparing children before going to school, to inform the progress of children to their parents, mental well-being is being improved, through Pahal, more activities are being performed, to inform about the activities and progress of the children to their parents, to improve the children for PSE, to improve mental and physical well-being of children, to increase the interest among children to come to the centre and also be with other children, children should come to AWC daily, to improve the enrollment of children to AWC, parents themselves send their children to the centre, to make activities interesting so that children come to the centre, to manage the centre and the playing activities will help in the cognitive development of the children, to increase the interest among both the children and parents at the centre, so that number of children at the centre be increased, it is just like a parents worker's meeting, worker has to tell about child's (age 3 years) daily activities, behaviour change, progressive result, tell about after coming in AWC, just like a parent teacher meeting, to inform the parents about the importance of celebration of ECCE day, children come and learn something and if they are regular there are less dropouts, parents themselves send their children to the centre, interaction between AWW and community, to display the work of children among parents, for holistic development of children, children are registered and



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given PSE, to inform parents about cleanliness and weight management and about the activities of their children, to inform and guide the parents about the activities of their children, to improve the interest among parents and interested to send their children to AWC.

Table 4.4.5: Awareness on Purpose of Organizing ECCE day among ICDS Functionaries in ICDS Project		
Awareness about Purpose of Organizing ECCE day among AWWs (n=120)	Total Number (N)	Percentage (%)
Yes	119	99.2
No	0	0
If yes, Please Specify		
Involvement of community	0	0
Awareness generation	88	73.3
Improve the enrolment of children in PSE	44	36.7
To inform the parents about the activities performed by the children in AWCs	68	56.7
To collect the resources for AWC	0	0

From the above table it can be concluded that out of 120 AWWs, 119 AWWs(which corresponds to 99.2 %) were aware about the purpose of organizing ECCE day.

Out of total number of AWWs, 73.3 percent of the workers mentioned that awareness generation among the people was a major reason for ECCE day celebration. 56.7 percent of AWWs told that another purpose of celebrating ECCE day was to inform the parents about the activities performed by the children in AWCs. 36.7 percent of AWWs told that improvement in the enrolment of children in PSE was a reason to celebrate ECCE day. None of the workers mentioned that community involvement and collection of resources (like toys, games, TLM, etc.) were the purpose to celebrate ECCE day.



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Table 4.4.6: Awareness about Issues discussed with the parents/ community during ECCE day in ICDS Project

		CDPOs (n=24)		Supervisors (n=48)		AWWs (n=120)	
Issues discussed with the parents/ community during ECCE day		(N)	(%)	(N)	(%)	(N)	(%)
Importance of early childhood	Yes	8	33.3	8	16.7	15	12.5
	No	15	62.5	38	79.2	105	87.5
Significance of non- formal preschool education and fixed monthly ECCE	Yes	5	20.8	9	18.8	27	22.5
	No	18	75	37	77.1	93	77.5
Domains of development	Yes	10	41.7	21	43.8	44	91.7
	No	13	54.2	25	52.1	76	63.3
Early stimulation	Yes	13	54.2	7	14.6	37	30.8
	No	10	41.7	39	81.3	83	69.2
Care giving at home	Yes	10	41.7	29	60.4	75	62.5
	No	13	54.2	17	35.4	45	37.5
Importance of play	Yes	10	41.7	18	37.5	32	26.7
	No	13	54.2	28	58.3	88	73.3
Good habit formation	Yes	17	70.8	37	77.1	89	74.2
	No	6	25	9	18.8	31	25.8
Role of community and parents in fixed monthly ECCE	Yes	2	8.3	2	4.2	1	0.8
	No	21	87.5	44	91.7	119	99.2
Preparing children for school	Yes	7	29.2	11	22.9	16	13.3
	No	16	66.7	35	72.9	104	86.7
Others (Specify)	Yes	8	33.3	20	41.7	58	48.3
	No	15	62.5	26	54.2	62	51.7

It is evident from the above table that out of total number of CDPOs, 33.3 percent were aware that Importance of early childhood was one of the issues discussed with the parents/ community during ECCE day and 62.5 percent informed that the above issue was not



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discussed during ECCE day. 20.8 percent were aware that Significance of non- formal preschool education and fixed monthly ECCE was one of the issues discussed with the parents/ community during ECCE day and 75 percent informed that the above issue was not discussed during ECCE day. 41.7 percent were aware that Domains of development was one of the issues discussed with the parents/ community during ECCE day and 54.2 percent informed that the above issue was not discussed during ECCE day. 54.2 percent were aware that early stimulation was one of the issues discussed with the parents/ community during ECCE day and 41.7 percent informed that the above issue was not discussed during ECCE day. 41.7 percent were aware that Care giving at home was one of the issues discussed with the parents/ community during ECCE day and 54.2 percent informed that the above issue was not discussed during ECCE day. 41.7 percent were aware that Importance of play was one of the issues discussed with the parents/ community during ECCE day and 54.2 percent informed that the above issue was not discussed during ECCE day. 70.8 percent were aware that Good habit formation was one of the issues discussed with the parents/ community during ECCE day and 25 percent informed that the above issue was not discussed during ECCE day. 8.3 percent were aware that Role of community and parents in fixed monthly ECCE was one of the issues discussed with the parents/ community during ECCE day and 87.5 percent informed that the above issue was not discussed during ECCE day. 29.2 percent were aware that preparing children for school was one of the issues discussed with the parents/ community during ECCE day and 66.7 percent informed that the above issue was not discussed during ECCE day. Hence, the result indicates that good habit formation was the most discussed issue with the parents/ community during ECCE day.

Out of total number of Supervisors, 16.7 percent were aware that Importance of early childhood was one of the issues discussed with the parents/ community during ECCE day and 79.2 percent informed that the above issue was not discussed during ECCE day. 18.8 percent were aware that Significance of non- formal preschool education and fixed monthly ECCE was one of the issues discussed with the parents/ community during ECCE day and 77.1 percent informed that the above issue was not discussed during ECCE day. 43.8 percent were aware that Domains of development was one of the issues discussed with the parents/ community during ECCE day and 52.1 percent informed that the above issue was not discussed during ECCE day. 14.6 percent were aware that early stimulation was one of the issues discussed with the parents/ community during ECCE day and 81.3 percent informed



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that the above issue was not discussed during ECCE day. 60.4 percent were aware that Care giving at home was one of the issues discussed with the parents/ community during ECCE day and 35.4 percent informed that the above issue was not discussed during ECCE day. 37.5 percent were aware that Importance of play was one of the issues discussed with the parents/ community during ECCE day and 58.3 percent informed that the above issue was not discussed during ECCE day. 77.1 percent were aware that Good habit formation was one of the issues discussed with the parents/ community during ECCE day and 18.8 percent informed that the above issue was not discussed during ECCE day. 4.2 percent were aware that Role of community and parents in fixed monthly ECCE was one of the issues discussed with the parents/ community during ECCE day and 91.7 percent informed that the above issue was not discussed during ECCE day. 22.9 percent were aware that preparing children for school was one of the issues discussed with the parents/ community during ECCE day and 72.9 percent informed that the above issue was not discussed during ECCE day. Hence, the result indicates that early stimulation was the most discussed issue with the parents/ community during ECCE day.

Out of total number of AWWs, 12.5 percent were aware that Importance of early childhood was one of the issues discussed with the parents/ community during ECCE day and 87.5 % informed that the above issue was not discussed during ECCE day. 22.5 percent were aware that Significance of non- formal preschool education and fixed monthly ECCE was one of the issues discussed with the parents/ community during ECCE day and 77.5 percent informed that the above issue was not discussed during ECCE day. 91.7 percent were aware that Domains of development was one of the issues discussed with the parents/ community during ECCE day and 63.3 percent informed that the above issue was not discussed during ECCE day. 30.8 percent were aware that early stimulation was one of the issues discussed with the parents/ community during ECCE day and 69.2 percent informed that the above issue was not discussed during ECCE day. 62.5 percent were aware that Care giving at home was one of the issues discussed with the parents/ community during ECCE day and 37.5 percent informed that the above issue was not discussed during ECCE day. 26.7 percent were aware that Importance of play was one of the issues discussed with the parents/ community during ECCE day and 73.3 percent informed that the above issue was not discussed during ECCE day. 74.2 percent were aware that Good habit formation was one of the issues discussed with the parents/ community during ECCE day and 25.8 percent informed that the

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above issue was not discussed during ECCE day. 0.8 percent were aware that Role of community and parents in fixed monthly ECCE was one of the issues discussed with the parents/ community during ECCE day and 99.2 percent informed that the above issue was not discussed during ECCE day. 13.3 percent were aware that preparing children for school was one of the issues discussed with the parents/ community during ECCE day and 86.7 percent informed that the above issue was not discussed during ECCE day. Hence, the result indicates that domains of development was the most discussed issue with the parents/ community during ECCE day.

	CDPOs (n=24)		Supervisors (n=48)	
	(N)	(%)	(N)	(%)
Following of Guidelines for organization of Fixed Monthly ECCE day				
Yes	22	91.7	45	93.8
No	1	4.2	1	2.1

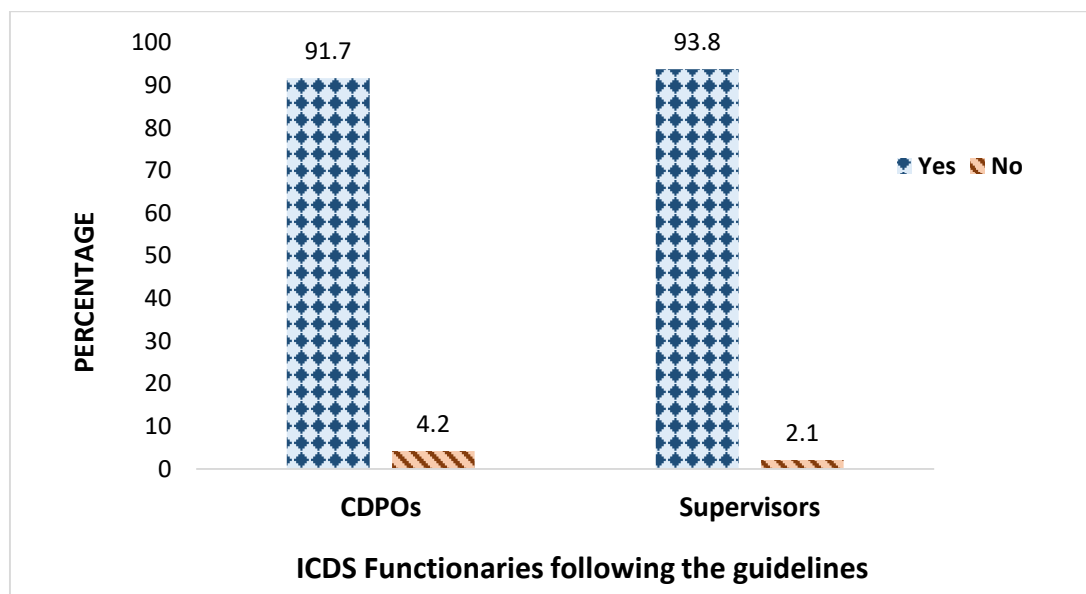


Fig. 4.4.2: Following of Guidelines for organization of Fixed Monthly ECCE day

It is evident from the above table that 91.7 percent of CDPOs agreed that the worker follows the guidelines for organization of fixed monthly ECCE day. Only one (4.2 %) disagreed that the worker follows the guidelines for organization of fixed monthly ECCE day.



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Out of total number of Supervisors, 93.8 percent of Supervisors agreed that the worker follows the guidelines for organization of fixed monthly ECCE day. Only one (2.1 %) disagreed that the worker follows the guidelines for organization of fixed monthly ECCE day.

Table 4.4.8: Whether fixed monthly ECCE day is being reviewed				
	CDPOs (n=24)		Supervisors (n=48)	
	(N)	(%)	(N)	(%)
Yes	23	95.8	45	93.8
No	0	0	0	0
If Yes, At which Level ECCE day is being reviewed in ICDS Project				
Project level	10	41.7	40	83.3
Sector/ Circle level	13	54.2	7	14.6
AWC level	16	66.7	0	0

From the above table it is concluded that, 95.8 percent of CDPOs reviewed fixed monthly ECCE day, out of which 41.7 percent reviewed the ECCE day at Project level, 54.2 percent reviewed the ECCE day at Sector/ Circle level and 66.7 percent reviewed the ECCE day at AWC level.

Similarly, 93.8 percent of Supervisors reviewed fixed monthly ECCE day, out of which 83.3 percent reviewed the ECCE day at Project level, 14.6 percent reviewed the ECCE day at Sector/ Circle level while none reviewed the ECCE day at AWC level.

Table 4.4.9: Maintenance of any record of ECCE day activities (n=120)		
Maintenance of any record	Total Number (N)	Percentage (%)
Yes	97	80.8
No	23	19.2
If yes, have you maintained any separate register for organization of ECCE day		
Yes	70	58.3
No	49	40.8
If no, reasons for not maintaining the records		

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Didn't knew	2	1.7
All activities are in one register	28	23.3
Not told to maintain any such records	19	15.8

From the above table it can be concluded that, most (80.8 %) of the AWWs maintained the record of ECCE day activities while 19.2 percent didn't maintained any record of ECCE day activities.

Majority (58.3 %) of the AWWs maintained separate register for the organization of ECCE day. Whereas, 40.8 percent didn't maintained any separate register for the organization of ECCE day.

Most (23.3 %) of the AWWs maintained the records of all the ECCE day activities in one register, 15.8 percent were not told to maintain any such records while 1.7 percent didn't knew about maintaining the records.

Table 4.4.10: Reporting of organization of ECCE day in MPR (n=120)

Reporting in MPR	Total Number (N)	Percentage (%)
Yes	97	80.8
No	23	19.2

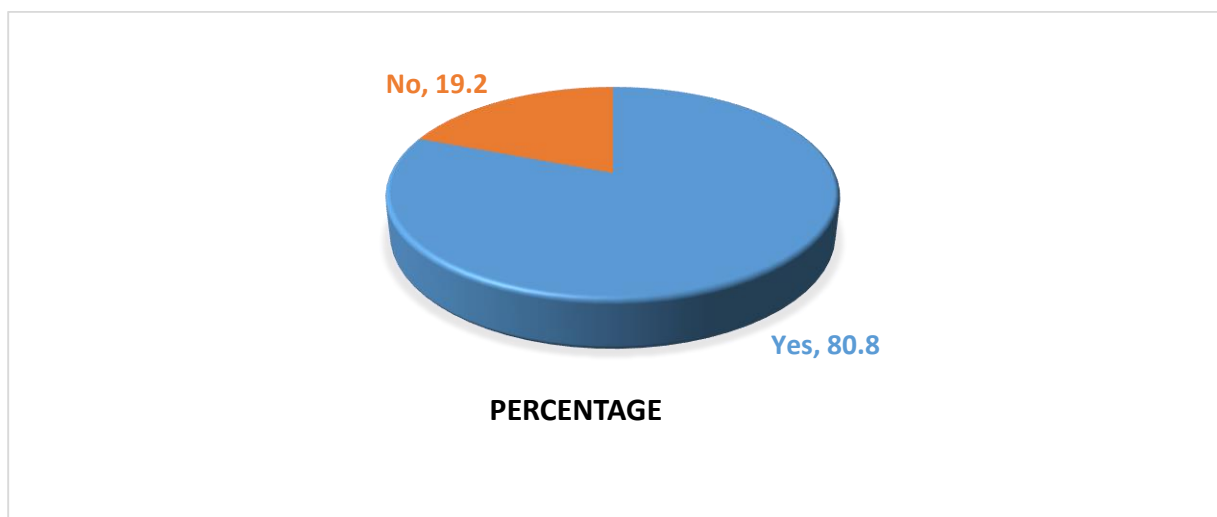


Fig. 4.4.3: Reporting of organization of ECCE day in MPR



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It is evident from the above table that out of total number of AWWs, maximum (80.8 %) workers reported the organization of ECCE day in MPR while 19.2 percent of workers didn't reported the organization of ECCE day in MPR.

4.4.11: Checklist for Focused Group Discussion:

The study showed that during the focused group discussion with the mothers of Anganwadicentre children, the points which were discussed with them revealed positive response, in most of the Anganwadi centres of the selected districts. The points discussed were:

- (v) **Mothers coming to AWC for meeting / any other programme:** When asked, most of them responded that they come to the centre for meeting or any other programme when called. The various meetings and programmes as mentioned by them were- *Bachpan diwas, Mamta diwas, Laadli diwas, Annaprashan, Godh bharai*, Distribution of '*Pushtahaar*' for Pregnant women and Lactating mothers, children aged between 6 months – 3 years and children aged between 3-6 years.
- (vi) **Information given / topics of discussion between the AWW and the mothers:** Majority of the mothers responded that Anganwadi Workers told / discussed with them about the type and time of vaccination, the purposes of different programmes conducted at AWCs, about the health of the pregnant women and lactating mothers, etc.
- (vii) **Discussion about the child's performance in the pre-school between the workers and mothers:** Most of the mothers responded positively and told that the worker discussed with them about their child's good habits, time management, sharing, activities learned and performed by them, physical and mental growth of the child, etc.
- (viii) **Display of work done by the child at AWC on ECCE day, by the AWW:** Majority of them told that the worker displays the work done by their child at AWC on ECCE day like painting of duck, flower, etc., line drawing, alphabets and numbers writing, clay balls and toys made by them, etc.
- (ix) **Assessment of child on his / her performance on regular intervals:** Maximum of the mothers revealed that their child was being assessed on his / her

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performance on regular intervals, on the basis of their activities performed daily at AWC, maintenance of cleanliness, time management, etc.

4.5: Status of convergence with the concerning department of ECCE day: From this study, the status of convergence can be analyzed through some of the factors like the involvement of stakeholders in the fixed monthly ECCE day and workers receiving any kind of help/ support from the ICDS functionaries, local stakeholders and community for the organization of ECCE day.



Fig.: 4.5.1: Support from the ICDS Functionaries for the organization of ECCE day

Table 4.5.1: Involvement of stakeholders in the fixed monthly ECCE day in ICDS Project				
Involvement of Stakeholders in the fixed monthly ECCE day	CDPOs (n=24)		Supervisors (n=48)	
	(N)	(%)	(N)	(%)
Yes	21	87.5	41	85.4
No	2	8.3	5	10.4
If Yes, Please Specify the stakeholders				
PRI/ ULBs members	8	33.3	5	10.4
Primary teachers/ Preraks of literacy mission	15	62.5	25	52.1
Trained ECCE person	6	25	2	4.2
Health functionaries	14	58.3	27	56.1



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Samooch of Sakhi/ Saheli	10	41.7	21	43.8
Local NGOs	6	25	12	25
Local artisan	0	0	0	0
Craft person and folk artist	0	0	0	0
Traditional community leaders	9	37.5	18	37.5
Functionaries of Nehru Yuva Kendra	1	4.2	3	6.3
Village resource group	2	8.3	7	14.6
Any other	5	20.8	5	10.4

The above table shows that most (87.5 %) of the CDPOs have informed that stakeholders are involved in the celebration of fixed monthly ECCE day whereas 8.3 percent of them have informed that none of the stakeholders are involved in the celebration of fixed monthly ECCE day. The stakeholders who were involved in the celebration of ECCE day as informed by the CDPOs are: 33.3 percent PRI/ ULBs members, 62.5 percent Primary teachers/ Preraks of literacy mission, 25 percent Trained ECCE person, 58.3 percent Health functionaries, 41.7 percent Samooch of Sakhi/ Saheli, 25 percent Local NGOs, 37.5 percent Traditional community leaders, 4.2 percent Functionaries of Nehru Yuva Kendra and 8.3 percent Village resource group.

Out of total number of Supervisors, most (85.4 %) of them have informed that stakeholders are involved in the celebration of fixed monthly ECCE day whereas 10.4 percent have informed that none of the stakeholders are involved in the celebration of fixed monthly ECCE day. The stakeholders who were involved in the celebration of ECCE day as informed by the Supervisors are: 10.4 percent PRI/ ULBs members, 52.1 percent Primary teachers/ Preraks of literacy mission, 4.2 percent Trained ECCE person, 56.1 percent Health functionaries, 43.8 percent Samooch of Sakhi/ Saheli, 25 percent Local NGOs, 37.5 percent Traditional community leaders, 6.3 percent Functionaries of Nehru Yuva Kendra and 14.6 percent Village resource group.

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Table 4.5.2: Received any help/ support from ICDS functionaries			
Received any help/ support from ICDS functionaries		Total Number (N)	Percentage (%)
Yes		120	100
No		0	0
If yes, please specify:			
CDPO	Yes	120	100
	No	0	0
Supervisor	Yes	120	100
	No	0	0
Anganwadi Helper	Yes	120	100
	No	0	0
Crèche worker/ Anganwadi Worker	Yes	120	100
	No	0	0

It is evident from the above table that all of the AWWs, receive help/support from ICDS functionaries.

All of the ICDS functionaries i.e., CDPO, Supervisor, Anganwadi Helper and Anganwadi Worker provided full help/support to all the concerned AWWs.

Table 4.5.3: Received any help/ support from local stakeholders and community for organizing ECCE day			
Received any help/ support from local stakeholders and community for organizing ECCE day		Total Number (N)	Percentage (%)
Yes		95	79.2
No		25	20.8
If yes, please specify:			
Parents	Yes	94	78.3
	No	26	21.7
Local NGOs/ CBOs	Yes	12	10
	No	108	90



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Primary School teachers	Yes	49	40.8
	No	71	59.2
Grandparents	Yes	1	0.8
	No	119	99.2
Elderly citizens	Yes	0	0
	No	120	100
Local artisans	Yes	0	0
	No	120	100
Folk artists	Yes	0	0
	No	120	100
Community leaders	Yes	0	0
	No	120	100
Members of Mahila Mandal	Yes	1	0.8
	No	119	99.2
Health functionaries	Yes	1	0.8
	No	119	99.2
Any other	Yes	0	0
	No	120	100

It is evident from the above table that most (79.2 %) of the AWWs have received help/ support from local stakeholders and community for organizing ECCE day whereas 20.8 percent of them have not received any help/ support.

Out of total number of AWWs, majority (78.3 %) of them have received help/ support from parents while 21.7 percent have not received any help from parents. Most (90 %) of the AWWs have received help/ support from Local NGOs/ CBOs while the rest 10 percent have not received any help. 40.8 percent of the workers have received help/ support from primary school teachers while majority (59.2 %) of the workers have not received any help. 99.2 percent of them have not received any help/ support from grandparents while only 0.8 percent have received help/ support from the grandparents of the Anganwadi children. None of the AWWs have received any kind of help/ support from elderly citizens, local artisans, folk artists, community leaders or any other local stakeholders, and community. Only 0.8 percent



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of the workers have received help/ support from the members of Mahila Mandal whereas 99.2 percent of them have not received any help/ support. Similarly, only 0.8 percent of the workers have received help/ support from the Health functionaries whereas 99.2 percent of them have not received any help/ support.

4.6: Outcome of organizing the ECCE day as specified by the ICDS Functionaries:

This study reveals that, the outcomes of organizing ECCE day as specified by the CDPOs of every district were enhancement of the awareness of parents, parents started sending their children to AWC. Children are coming to AWCs with interest, their activities have increased, they are not hesitant, they are performing well and they teach among themselves also, they are getting aware and are also prepared for the PSE. *Paha l*(PSE Guidebook for AWC) has played a very important role as well as ECCE day has also a very important role for children coming at AWC, Mental level and quality of AWW has been improved, Parents are getting aware about cleanliness, Image of AWW has also been improved, Weighing is also done in children and parents themselves come to the AWC for this purpose, Social interaction and early stimulation of young children, children's development has also improved. Importance of AWC is increasing and it is so much so that 4 hours of working is becoming less. Competitive spirit among children have developed. Cognitive development among children.

Similarly, the outcomes of organizing ECCE day as specified by the Supervisors of every district were enhancement of awareness among parents and children, increased involvement of children in the activities performed at the centre, parents are sending their children to AWC regularly. Children are getting inspired by the play materials made by them, they are enjoying coming to the centre, awareness has increased in regards to health and education, number of children and their mothers have are increased and their fathers have also started coming, parents are willingly sending their children to AWCs, children are happy and they don't get bored, parents are getting aware about the physical and mental growth of children, children are learning about sharing, mothers are getting aware about their children's activities, they are preparing themselves for the PSE, children are staying at AWC, child's progress has been improved, community is now aware, parents are getting involved and want to get information about the activities of their children, children are learning how to prepare things from unused things, malnutrition has been lessened, children are becoming active by looking to other children and they have started participating in the activities conducted in AWC.



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Likewise, the outcomes of organizing ECCE day as specified by the AWWs of every district were that the proper conversation between AWW and parents is being held, parents are excited to send their children to AWC, awareness generation among parents, children have started coming to the centre, enrollment of children has increased, children are interested to come to the centre and they are enjoying also, improvement in the child's activities (overall performance improved), they are learning through play, mothers agree to take the weight of their children, mental and physical well-being of children has been improved, children who didn't spoke at all, now have started learning and speaking, they are learning how to greet and respect their elders, they are gaining knowledge, parents are willing to send their children for vaccination and measurement of their children, pregnant mothers come to AWC for registrations, people are getting aware through rally, people are knowing the importance of AWC, women are getting aware about cleanliness.

4.7: Constraints/ limitations faced by the ICDS functionaries in effective implementation of the ECCE day

There were some limitations faced by the ICDS Functionaries during the organization of ECCE day.

The limitations faced by the CDPOs were lack of budget, lack of infrastructure, lack of ECCE material and PSE kit, lack of medical aid, lack of proper place and sitting arrangement, lack of skilled persons and man-power (for monitoring and data operating) and at lower level (peon, coordinator, etc.). Women don't come easily to the centre because they want something or the other. Play material is not available there. The workers wait for the monthly calendar as the date is not fixed so the organization of ECCE day is missed. Involvement should be increased i.e., when VSND is being organized, on the very same day ECCE day should also be organized; so that ANM is involved and more parents are present there. Due to POSHAN Abhiyan, ECCE day celebration is being neglected. Inadequate training/ Disoriented training is there and social apathy.

Similarly, the limitations faced by the Supervisors were lack of budget, lack of trained staff, lack of infrastructure, lack of sitting arrangement, lack of proper place for the centre, lack of ECCE material and PSE kit (educational and play material both) and lack of working weighing machines. Not all parents come to the centre and those who come don't even wait for some time at the centre. Also, the mothers of the children don't come easily to the centre



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because they want something or the other in return and fathers don't come at all to the centre not even for their children.

Likewise, the limitations faced by the AWWs were almost the same, like; lack of budget, lack of instruments, lack of proper place for the centre, lack of ECCE materials and PSE kit, lack of educational material, lack of sitting arrangement, lack of infrastructure, mothers don't come to AWC during meeting, parents easily don't send their children to the centre, mothers don't come to the AWC in the meeting as they want something in return, children also don't come easily, lack of school bag, dress, ECCE material, lack of almirah to keep register, parents ask what will they get in return, lack of playing material, lack of outdoor space, lack of cooking gas, lack of toilet, lack of sufficient children as they go to private schools, lack of study material, some don't send their children easily, lack of outdoor play material and lack of weighing machine.

4.8: Suggestions given by the ICDS Functionaries for the improvement of ECCE day in ICDS Project

There were some suggestions given by the ICDS functionaries for the improvement of ECCE day. Suggestions as per the CDPOs were the provision of budget, appointment of trained staff, ECCE material and PSE kit should be provided, infrastructure should be provided, training should be conducted from time to time for the supervisors and workers, sitting arrangement should be provided, dress and school bag should be provided to Anganwadi centre children, direct training of AWW should be conducted not through CDPO and supervisor, colours, play material and toys should be provided. AWW should be educated. Infrastructure, sitting arrangement and proper place should be provided. ECCE material, play material (outdoor and indoor games) and PSE kit should be provided. Skilled persons and man-power (for monitoring) should be appointed. The word “ECCE day” should be named in Hindi also, so that everyone can understand the meaning of this day.

Similarly, as per the Supervisors, the suggestions were as follows: budget should be provided, trained staff should be appointed and proper space should be provided. Children are not available because they go to play school. ECCE material and PSE kit should be provided. Training should be conducted for supervisors and AWWs to get aware of new innovations / regulations regarding the celebration of ECCE Day. Training should be conducted for supervisors so that they can train AWW. Master training should be conducted for AWW.



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Budget and written guidelines should be provided. Domestic gas should be provided. Sitting arrangement should be proper and infrastructure should be provided. Own places should be provided for the Centre, more focus should be on the celebration of ECCE day, for this camps should be organized. Uniform should be provided. Counselling classes should be started for parents. Activities should be displayed through projector.

According to the Anganwadi workers, the suggestions were mentioned as under: budget should be provided and on time, ECCE material and kit should be provided, Proper place should be provided for the Centre. Sitting arrangement and infrastructure (fan, etc.) should be there. Toilet should be built. School dress and bag should be provided. Playing material (both indoor and outdoor games) should be provided. Medical kit should be provided. Weighing machine should be provided. Parents should send their children. Parents should also come willingly to the Centre. Some or the other things should be given to the mothers so that they come and stay at the Centre. ECCE material (study material, slate, choke, etc.) should be provided. Flex should be provided.



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CHAPTER-5

SUGGESTIONS AND RECOMMENDATIONS



CHAPTER-5 SUGGESTIONS AND RECOMMENDATIONS

On the basis of primary data collected in the present study on “Awareness and utilization of early childhood care and education (ECCE) day in the state of Uttar Pradesh- A study”, the following recommendations are enumerated as mentioned below:-

1. Availability of Infrastructure:

1.2 The locations of the AWCs need to be re-examined and relocated to ensure that the Centres are provided with the required indoor and outdoor areas.

1.3 The AWCs should also be provided with the proper sitting arrangements and infrastructures (i.e., table, chair, electricity facility, etc.).

2. Status of ECCE day:

2.2 Proper distribution of allocated funds to the AWCs should be carried out by the concerned authorities.

2.3 Developmentally appropriate play materials (both indoor and outdoor), ECCE materials and PSE kit should be made available at all the Centres.

3. Awareness and utilization of ECCE day:

3.2 Workers at the Centres should be better oriented with the curriculum of ECCE and should be made aware of the opportunities that are to be provided to the children.

3.3 Training should be provided to both the supervisors and workers. Specifically, the workers should be directly trained by the concerned authorities.

And lastly, the word “ECCE day” should be named in Hindi also, so that everyone can understand the meaning of this day, as everyone knows the activities conducted during the celebration of ECCE day but are not familiar with the term.



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**Awareness and utilization of early childhood care and education (ECCE) day in the state
of Uttar Pradesh – A study**

ANNEXURES



Interview Schedule

Interview Schedule for CDPO

Name of the District:

Name of the Block/ Ward:

PART- 1

Project Information

1. Name of the ICDS Project:
2. Type of the Project: Rural- 1 Urban- 2 Tribal- 3
3. Year of Operationalization of Project:
4. Number of sanctioned Anganwadi Centres:
5. Number of operational Anganwadi Centres:

PART- 2

Profile of CDPO

6. Name of the CDPO:
7. Sex/ Gender:
8. Address of the CDPO Office:
..... [With Pin code]
9. Mobile:
10. E- mail:
11. Qualification of CDPO: Graduate- 1 Post graduate-2 PhD/ M. Phil- 3
12. Total Work Experience in ICDS:



Awareness and utilization of early childhood care and education (ECCE) day in the state of Uttar Pradesh – A study

PART- 3

Demographic Profile of ECCE in ICDS Project

13. Total number of beneficiaries (0-6 years) in ICDS project for Pre- School Education:

Age group	Total no. of registrations	Total registered and availing PSE service	Total registered but not availing PSE service
0- 3 years infants			
3- 6 years children			

14. Are you aware that Ministry of Women and Child Development has issued the circular and guidelines regarding implementation of fixed monthly ECCE Day in ICDS Project? Yes- 1 No- 2

14.1 If yes, when you received the circular and guidelines for implementing fixed monthly ECCE Day in your project.....

14.2 If yes, on which day fixed monthly ECCE Day is being organized in your ICDS Project.....

15. Have you received any training for organizing fixed monthly ECCE Day?

Yes- 1 No- 2

15.1 If yes, from where have you received?

State- 1

NIPCCD- 2

Any Other- 3



Awareness and utilization of early childhood care and education (ECCE) day in the state of Uttar Pradesh – A study

16. Do you know the purpose of organizing ECCE day? Yes- 1 No- 2

16.1 If yes, please specify

1.....

2.....

3.....

4.....

5.....



Awareness and utilization of early childhood care and education (ECCE) day in the state of Uttar Pradesh – A study

17. Number of fixed monthly ECCE days organized in the following years:

S. No.	2017-2018	2018-2019
1.		

18. How many children normally attend the celebration of last ECCE day?

S. No.	School children	Number of children attended the ECCE day		
		September	October	November
1.	Anganwadi Centre children			
2.	Formal school children			
3.	Out of school children			

19. Is there any budget allocated at the project level for organization of fixed monthly ECCE Day? Yes- 1 No- 2

19.1 If yes, how much budget has been allocated?

19.2 If yes, whether the allocated budget is sanctioned on time? Yes- 1 No- 2

19.3 If No, mention the reason

1.

2.

3.

4.



Awareness and utilization of early childhood care and education (ECCE) day in the state of Uttar Pradesh – A study

20. What are the key activities carried out during fixed monthly ECCE Day?

Activities organized during ECCE day		
A. Monthly	B. Bi- monthly	C. Half yearly
Display work of children. Yes- 1 No- 2	Presentations such as dance, drama, rhyme recitation, etc. by groups of children. Yes- 1 No- 2	Sports day celebration. Yes- 1 No- 2
Demonstrations of activities of children and parents. Yes- 1 No- 2	Group activities for parents and children. Yes- 1 No- 2	Participation of all young children and parents/ community in fun activities.
Parent – AWW interaction. Yes- 1 No- 2	Development of play and learning material through parent and community participation. Yes- 1 No- 2	Child friendly paintings on AWC walls. Yes- 1 No- 2
Display of Advocacy Material on ECCE. Yes- 1 No- 2	Development of play material through participation of local artisans/ crafts persons. Yes- 1 No- 2	
Talks for the parents. Yes- 1 No- 2		
Involvement of Community for awards and incentives to children/AWW/AWH. Yes- 1 No- 2		
Creating a corner where parents can donate toys, games, books, puppets and other play and learning material. Yes- 1 No- 2		
Collation of local cultural stories, rhymes, songs, games, drawings, art forms for activity bank. Yes- 1 No- 2		



Awareness and utilization of early childhood care and education (ECCE) day in the state of Uttar Pradesh – A study

Setting up of 'Activity Corners' at the Anganwadi Centres. Yes- 1 No- 2		
--	--	--

21. Any other activities carried out by the supervisor and AWW.

a)

b)

c)

d)

e)

22. What are the issues discussed with the parents/ community during ECCE day?

Importance of early childhood- 1

Significance of non-formal preschool education and fixed monthly ECCE- 2



Awareness and utilization of early childhood care and education (ECCE) day in the state of Uttar Pradesh – A study

- Domains of development- 3
- Early stimulation- 4
- Care giving at home- 5
- Importance of play- 6
- Good habit formation- 7
- Role of community and parents in fixed monthly ECCE- 8
- Preparing children for school- 9
- Others (Specify) - 10

23. Do any stakeholders attended the fixed monthly ECCE day?

Yes- 1 No- 2

23.1 If yes, who are they?

- PRI/ ULBs members- 1
- Primary teachers/ Preraks of literacy mission- 2
- Trained ECCE person- 3
- Health functionaries- 4
- Samooh of Sakhi/ Saheli- 5
- Local NGOs- 6
- Local artisan- 7
- Craft person and folk artist- 8
- Traditional community leaders- 9
- Functionaries of Nehru Yuva Kendra- 10
- Village resource group- 11
- Any other- 12

24. Mention your role in the organization of fixed monthly ECCE Day.



Awareness and utilization of early childhood care and education (ECCE) day in the state of Uttar Pradesh – A study

i.

ii.

iii.

iv.

v.

25. Does worker follow the guidelines for fixed monthly ECCE Day? Yes- 1 No- 2

26. Whether fixed monthly ECCE day is being reviewed? Yes- 1 No- 2

26.1If Yes, at which level:

Project level- 1

Sector/ Circle level- 2

AWC level- 3

27. How many AWC/ sectors reviewed in a month?

28. What are the outcome of organizing ECCE day?



Awareness and utilization of early childhood care and education (ECCE) day in the state of Uttar Pradesh – A study

1.

2.

3.

4.

5.

29. What are the constraints/ limitations in conducting/ organizing fixed monthly ECCE day?

1.

2.



Awareness and utilization of early childhood care and education (ECCE) day in the state of Uttar Pradesh – A study

3.

4.

5.

30. Any suggestions for improvement of fixed monthly ECCE day in your ICDS project.

1.

2.

3.

4.

5.



**Awareness and utilization of early childhood care and education (ECCE) day in the state
of Uttar Pradesh – A study**

Name of the Investigator:

Signature of the Investigator:



Awareness and utilization of early childhood care and education (ECCE) day in the state
of Uttar Pradesh – A study

National Institute of Public Cooperation and Child Development

Regional Centre, Lucknow

“Awareness and Utilization of Early Childhood Care and Education (ECCE) Day in the
State of Uttar Pradesh – A study”

Interview Schedule for Supervisor

Name of the District:

Name of the Block/ Ward:

PART- 1

Project Information

1. Name of the ICDS Project:
2. Type of the Project: Rural- 1 Urban- 2 Tribal- 3
3. Number of Anganwadi Centres covered in your sector:

PART- 2

Profile of Supervisor

4. Name of the Supervisor:
5. Sex/ Gender:
6. Address of the Supervisor Office:
..... [With Pin code]
7. Mobile:
8. E- mail:
9. Qualification of Supervisor: Graduate- 1 Post graduate-2 PhD/ M. Phil- 3
10. Total Work Experience in ICDS:



Awareness and utilization of early childhood care and education (ECCE) day in the state of Uttar Pradesh – A study

PART- 3

Status of ECCE Day in ICDS Project

11. Are you aware that Ministry of Women and Child Development has issued the circular and guidelines regarding implementation of fixed monthly ECCE Day in ICDS Project?

Yes-1

No-2

11.1 If yes, when you received the circular and guidelines for implementing fixed monthly ECCE Day in your project.....

11.2 If yes, on which day fixed monthly ECCE Day is being organized in your ICDS Project.....

12. Have you received any training for organizing fixed monthly ECCE Day?

Yes- 1

No- 2

12.1 If yes, from where have you received?

State- 1

NIPCCD- 2

Any Other- 3

13. Do you know the purpose of organizing ECCE day? Yes- 1 No- 2

13.1 If yes, please specify

1.

2.



Awareness and utilization of early childhood care and education (ECCE) day in the state of Uttar Pradesh – A study

3.

4.

5.

14. Number of fixed monthly ECCE days organized in your AWCs in the following years:

S. No.	2017-2018	2018-2019
2.		

15. How many children normally attend the celebration of last ECCE day?

S. No.	School children	Number of children attended the ECCE day		
		September	October	November
4.	Anganwadi Centre children			
5.	Formal school children			
6.	Out of school children			

16. Is there any budget allocated for organization of fixed monthly ECCE Day?

Yes- 1 No- 2



Awareness and utilization of early childhood care and education (ECCE) day in the state of Uttar Pradesh – A study

16.1 If yes, how much budget has been allocated?

16.2 If yes, whether the required budget is sanctioned on time? Yes- 1 No- 2

16.3 If No, mention the reason

1.

2.

3.

4.

5.



Awareness and utilization of early childhood care and education (ECCE) day in the state of Uttar Pradesh – A study

17. What are the key activities carried out during fixed monthly ECCE Day?

Activities organized during ECCE day		
A. Monthly	B. Bi- monthly	C. Half yearly
Display work of children. Yes- 1 No- 2	Presentations such as dance, drama, rhyme recitation, etc. by groups of children. Yes- 1 No- 2	Sports day celebration. Yes- 1 No- 2
Demonstrations of activities of children and parents. Yes- 1 No- 2	Group activities for parents and children. Yes- 1 No- 2	Participation of all young children and parents/ community in fun activities. Yes- 1 No- 2
Parent – AWW interaction. Yes- 1 No- 2	Development of play and learning material through parent and community participation. Yes- 1 No- 2	Child-friendly paintings on AWC walls. Yes- 1 No- 2
Display of Advocacy Material on ECCE. Yes- 1 No- 2	Development of play material through participation of local artisans/ crafts persons. Yes- 1 No- 2	
Talks for the parents. Yes- 1 No- 2		
Involvement of Community for awards and incentives to children/AWW/AWH. Yes- 1 No- 2		
Creating a corner where parents can donate toys, games, books, puppets and other play and learning material. Yes- 1 No- 2		



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Collation of local cultural stories, rhymes, songs, games, drawings, art forms for activity bank. Yes- 1 No- 2		
Setting up of 'Activity Corners' at the Anganwadi Centres. Yes- 1 No- 2		

18. What are the issues discussed with the parents/ community during ECCE day?

- Importance of early childhood- 1
- Significance of non-formal preschool education and fixed monthly ECCE- 2
- Domains of development- 3
- Early stimulation- 4
- Care giving at home- 5
- Importance of play- 6
- Good habit formation- 7
- Role of community and parents in fixed monthly ECCE- 8
- Preparing children for school- 9
- Others (Specify) - 10

19. Do any stakeholders attended the fixed monthly ECCE day? Yes- 1 No- 2

19.1If yes, who are they?

- PRI/ ULBs members- 1
- Primary teachers/ *Preraks* of literacy mission- 2
- Trained ECCE person- 3
- Health functionaries- 4
- Samooh of Sakhi/ Saheli- 5
- Local NGOs- 6
- Local artisan- 7
- Craft person and folk artist- 8



Awareness and utilization of early childhood care and education (ECCE) day in the state of Uttar Pradesh – A study

- Traditional community leaders- 9
- Functionaries of Nehru Yuva Kendra- 10
- Village resource group- 11
- Any other- 12

20. Mention your role in the organization of fixed monthly ECCE day.

(a).....

(b).....

(c).....

(d).....

(e).....

21. Does worker follow the guidelines for fixed monthly ECCE Day? Yes- 1 No- 2

22. Any other activities carried out by the supervisor and AWW.

a)



Awareness and utilization of early childhood care and education (ECCE) day in the state of Uttar Pradesh – A study

b)

c)

d)

e)

23. Whether fixed monthly ECCE day is reviewed on regular basis? Yes- 1 No- 2

23.1If Yes, at which level?

- i. At AWC- 1
- ii. At Sector- 2
- iii. At project- 3

24. How many AWCs are reviewed in your sector in a month?

25. What are the outcome of organizing ECCE day?

1.



Awareness and utilization of early childhood care and education (ECCE) day in the state of Uttar Pradesh – A study

2.

3.

4.

5.

26. What are the constraints/ limitations in conducting/ organizing fixed monthly ECCE day?

1.

2.

3.



Awareness and utilization of early childhood care and education (ECCE) day in the state of Uttar Pradesh – A study

4.

5.

27. Any suggestions for improvement of fixed monthly ECCE day in your ICDS project.

1.

2.

3.

4.

5.

Name of the Investigator:

Signature of the Investigator:



**Awareness and utilization of early childhood care and education (ECCE) day in the state
of Uttar Pradesh – A study**

**National Institute of Public Cooperation and Child Development
Regional Centre, Lucknow**

**“Awareness and Utilization of Early Childhood Care and Education (ECCE) Day in the
State of Uttar Pradesh – A Study”**

Interview Schedule for AWWs

Name of the Block/ Ward:

PART- 1

Background Information

1. Name of the District:

2. Whether it is in High Burden District:

Yes- 1 No- 2 Don't know- 3

3. Name of village:

4. Name of the Project:

5. Type of the Project:

Rural- 1 Urban- 2 Tribal- 3

6. Year of Starting AWC:

7. Code of AWC:

8. Address of AWC:



Awareness and utilization of early childhood care and education (ECCE) day in the state of Uttar Pradesh – A study

PART- 2

Profile of Anganwadi

9. Name of Anganwadi Worker:

10. Age of Anganwadi Worker:

- i. Up to 25 years- 1
- ii. 26 to 40 years- 2
- iii. 41 to 60 years- 3
- iv. Above 60 years- 4

11. Educational qualification:

- Below Matric- 1
- Matriculate- 2
- 10+2- 3
- Graduate- 4
- Post Graduate- 5

12. Experience of AWW in ICDS:

- Up to one Year - 1
- 1-5 Years - 2
- 5-10 years - 3
- 10 Years & above - 4

13. Mobile number of AWW:

14. Monthly Honorarium:

15. Whether AWW belongs to the same Village/Locality: Yes- 1 No- 2

16. Training of AWW:

Type of Training	Yes/No	Duration (No. of working days)	Month/ Year of Training
Job			
Ref			
Skill Training			
a) ECCE			
b) PSE			
c) Organization of ECCE day			
d) Any other			



Awareness and utilization of early childhood care and education (ECCE) day in the state of Uttar Pradesh – A study

PART- 3

Physical Infrastructure of AWC

17. Type of Building:

Kuchha- 1

Pucca- 2

Semi Pucca/Mixed- 3

18. Ownership of AWC Building:

Constructed by Government-1

Rent free Govt. building -2

School building -3

Community/Panchayat building without rent -4

Rented building -5

AWW's Own House -6

Helper's House -7

19. Availability of electricity facility at AWC? Yes- 1 No- 2

20. Total built size of AWC: (30sq meter for thirty children)

21. Availability of adequate indoor and outdoor space: Yes- 1 No- 2

PART- 4

Status of Organization of ECCE Day at Anganwadi Centres

22. Total number of children enrolled for pre-school education (Last Financial year)

23. Availability of records of children 0-6 years in AWCs:

S. No.	Survey	Registered	Daily Average Attendance
1.			
2.			
3.			



Awareness and utilization of early childhood care and education (ECCE) day in the state of Uttar Pradesh – A study

4.			
5.			
6.			
7.			

24. Are you aware of organization of fixed monthly ECCE day?

Yes- 1 No- 2

24.1 If yes, have you received any guidelines for organization of fixed monthly ECCE day? Yes-1 No-2 Don't Know-3

25. Do you know the purpose of organizing ECCE day? Yes-1 No-2

25.1 If yes, please specify:

Involvement of community- 1

Awareness generation- 2

Improve the enrolment of children in PSE- 3

To inform the parents about the activities performed by the children in AWCs- 4

To collect the resources for AWC- 5

26. Average number of participation from parents/ grandparents in the fixed monthly ECCE day.....

27. Number of fixed monthly ECCE days organized in the following years:

S. No.	2017-2018	2018-2019
1.		

28. Do you receive the allocated budget for organizing ECCE day on time? Yes- 1 No- 2

28.1 If yes, is the allocated budget release on time? Yes- 1 No- 2

28.2 If yes, how you utilized it:



Awareness and utilization of early childhood care and education (ECCE) day in the state of Uttar Pradesh – A study

S. No.	Particulars	Yes/ No
1.	Printing of IEC materials	
2.	Purchasing of Low cost material/ ECCE material	
3.	Advocacy for ECCE day	
4.	Prizes for distribution among children	
5.	Logistic arrangement	
6.	Refreshment	
7.	Any other (Specify)	

28.3 If no, how you manage?

1.
2.
3.
4.
5.

29. What activities do you organized on ECCE day?



Awareness and utilization of early childhood care and education (ECCE) day in the state of Uttar Pradesh – A study

Activities organized during ECCE day		
A. Monthly	B. Bi- monthly	C. Half yearly
Display work of children. Yes- 1 No- 2	Presentations such as dance, drama, rhyme recitation, etc. by groups of children. Yes- 1 No- 2	Sports day celebration. Yes- 1 No- 2
Demonstrations of activities of children and parents. Yes- 1 No- 2	Group activities for parents and children. Yes- 1 No- 2	Participation of all young children and parents/ community in fun activities. Yes- 1 No- 2
Parent – AWW interaction. Yes- 1 No- 2	Development of play and learning material through parent and community participation. Yes- 1 No- 2	Child friendly paintings on AWC walls. Yes- 1 No- 2
Display of Advocacy Material on ECCE. Yes- 1 No- 2	Development of play material through participation of local artisans/ crafts persons. Yes- 1 No- 2	
Talks for the parents. Yes- 1 No- 2		
Involvement of Community for awards and incentives to children/AWW/AWH. Yes- 1 No- 2		
Creating a corner where parents can donate toys, games, books, puppets and other play and learning material.		



Awareness and utilization of early childhood care and education (ECCE) day in the state of Uttar Pradesh – A study

Yes- 1 No- 2		
Collation of local cultural stories, rhymes, songs, games, drawings, art forms for activity bank.		
Yes- 1 No- 2		
Setting up of 'Activity Corners' at the Anganwadi Centres.		
Yes- 1 No- 2		

30. What are the issues you discussed with the parents/ community during ECCE day?

- Importance of early childhood- 1
- Significance of non-formal preschool education and fixed monthly ECCE- 2
- Domains of development- 3
- Early stimulation- 4
- Care giving at home- 5
- Importance of play- 6
- Good habit formation- 7
- Role of community and parents in fixed monthly ECCE- 8
- Preparing children for school- 9
- Others (Specify) – 10

31. Availability of resources for organization of fixed monthly ECCE at AWC

Material/ Aids	Availability [Yes / No]
Availability of ECCE Material	Yes / No
Availability of adequate Teaching Aids	Yes / No
Availability of any ECCE Curriculum for AWW issued by State Govt. for organizing PSE	Yes / No
Availability of Activity Book	Yes/ No
Availability of Assessment Card	Yes/ No
Any other ECCE material	Yes / No



Awareness and utilization of early childhood care and education (ECCE) day in the state of Uttar Pradesh – A study

32. Do you receive any help/ support from ICDS functionaries? Yes- 1 No- 2

32.1 If yes, please specify:

S. No.	ICDS functionaries	Nature of support received
1.	CDPO	
2.	Supervisor	
3.	Anganwadi Helper	
4.	Crèche worker/ Anganwadi Worker	

33. Do you receive any help/ support from local stakeholders and community for organizing ECCE day? Yes- 1 No- 2



Awareness and utilization of early childhood care and education (ECCE) day in the state of Uttar Pradesh – A study

33.1 If yes, please specify:

S. No.	Stakeholders/ Community	Nature of help/ support received
1.	Parents	
2.	Local NGOs/ CBOs	
3.	Primary school teachers	
4.	Grandparents	
5.	Elderly citizens	



Awareness and utilization of early childhood care and education (ECCE) day in the state of Uttar Pradesh – A study

6.	Local artisans	
7.	Folk artists	
8.	Community leaders	
9.	Members of Mahila Mandal	
10.	Health functionaries	



Awareness and utilization of early childhood care and education (ECCE) day in the state of Uttar Pradesh – A study

11.	Any other	
------------	-----------	--

34. Do you maintain any record of fixed monthly ECCE Day activities? Yes- 1 No- 2

34.1 If yes, have you maintained any separate register for organization of ECCE day?
Yes-1 No-2

34.2 If No, what are the reasons for not maintaining the records?

35. Do you report organization of fixed monthly ECCE day in MPR? Yes- 1 No- 2

36. What are the difficulties/ limitations do you faced during organization of ECCE day?

1.

2.

3.

4.

5.



Awareness and utilization of early childhood care and education (ECCE) day in the state of Uttar Pradesh – A study

37. What are the benefits/ outcomes of organization of ECCE day?

1.

2.

3.

4.

5.

38. What are the suggestions for improving ECCE day at AWC?

1.



Awareness and utilization of early childhood care and education (ECCE) day in the state of Uttar Pradesh – A study

2.

3.

4.

5.

Name of the Investigator:

Signature of the Investigator:



**Awareness and utilization of early childhood care and education (ECCE) day in the state
of Uttar Pradesh – A study**

**National Institute of Public Cooperation and Child Development
Regional Centre, Lucknow**

**“Awareness and Utilization of Early Childhood Care and Education (ECCE) Day in the
State of Uttar Pradesh – A Study”**

Checklist for Focused Group Discussions

Name of the District:

Name of the Block/ Ward:

Questions for discussion about the fixed monthly ECCE day celebration:

1. Do you come to AWC for meeting / any other programme?
2. What does AWW tell you / discuss with you?
3. Does she discuss about your child's performance in the pre-school?
4. Does AWW display the work done by child at AWC on ECCE Day?
5. Is your child assessed on his / her performance on regular intervals?