



Preschool Education in Early Childhood Care and Education Centres in India: A Research Perspective

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Abstract

The first three to six years of a child's life known as the early childhood stage. Early Childhood Care and Education as an important input in human resource development as a feeder and support program for primary education. Here the investigator studied 32 number of research work done by different scholars', internet etc. On the review of the different research studies the investigator got an idea on previous research conducted in the field of Early Childhood Care and Education. This review exposes that very few studies conducted on parental perception towards functioning of Anganwadi and community involvement in Anganwadi services; also very less number of studies found on functioning of Anganwadi in tribal areas. In most of the studies Preschoolers are not taken as sample. There is dearth of studies undertaken at grass root level particularly, in tribal areas of India.

Keywords: Functioning, Pre-school Education, Early Childhood Care and Education Centre

Introduction

Many studies have been conducted in the area of Early Childhood Care and Education. Here the researcher reviewed 32 numbers of studies. Studies were carried out in India and in abroad as found by the researcher. The review of related literature focuses on the following areas. It is divided into five dimensions (i) Studies related to Preschool Education, (ii) Studied on Perception of Anganwadi Worker about Anganwadi, (iii) Studies on Perception of Parents about Anganwadi, (iv) Community members involvement in Anganwadi, (v) Functioning of Anganwadi in Tribal Areas.

1. Studies related to Preschool Education

Ali(2015) studied on Right to Education (RTE) in Context with Pre-schooling (ECCE). This study examined the provisions of Right to Education Act in the present context of ECCE, to assess the implementation of Right to Education Act in relation with pre-schooling, to assess the monitoring, evaluation and convergence for the effective implementation of RTE in context with ECCE. Data have been collected from secondary sources. It described that Over the course of the 11th plan there has been a quantum jump in preschool enrolment from 21% in 2005 to 47% in 2010 (UNESCO-2010). More recent ASER data (2010) indicates that 83.6% of three to six years olds in the rural areas are enrolled in some or the other preschool program including in the private schools. This is because to some extent this may be attributed to the rapid expansion of the integrated child development services (ICDS) and its Universalisation and alongside to the rapidly expanding private provisions even in tribal and rural areas across many states. In addition to this under the Rajiv Gandhi National Crèche scheme 22,038 crèches have been sanctioned by the GOI (MWCD-2011). SSA also supports 14,235 ECCE centres in non ICDS areas which cover approximately 4,86,605 children across the country in addition to this 11,367 ECCE centre in EBBS covering 92,523 children under the NPEGEL program as per June, 2011 report. While preschool enrolments have increased over the years, issues of quality, equity and capacity continue to be significant. The overriding concern is that a large number of children may be coming into primary schools without attending preschool or attending but not getting adequate preparation for the primary curriculum in terms of school readiness. Hence this situation invites an analysis of what are the issues that have led to this status of preschool education.

NIPPCD research study (2011-2012) Studied on Monitoring Strategy of Preschool Education Component under ICDS. The study was undertaken by the Institute with the objectives to: examine the existing monitoring mechanism of PSE component at the different administrative levels as well as assess the extent of its implementation; analyse the factors that facilitate or hinder effective monitoring of PSE component at different administrative levels; and identify good practices, if any in monitoring; study the efforts made to involve the community in the monitoring process; and suggest specific recommendations for improving the monitoring process for ECCE/PSE. Used multistage random sampling procedure to select samples from 60 AWCs located in Himachal Pradesh and Uttar Pradesh. The study found that almost all AWWs in H.P and more than four-fifths of AWWs in U.P (83.33 per cent) assess the developmental progress of children from time to time to ascertain the effectiveness of PSE. However, it was observed to be random and there was no systematic, objective based and uniform pattern of assessment. Fifty per cent AWWs of H.P and slightly above one fourth of AWWs in U.P (26.66 per cent) stated that school teachers made Supervision visit to AWC. Majority of Supervisors in H.P (88.89 per cent) and few of them in U.P (11.11 per cent) monitored PSE component through visit to AWCs. The average time spent by CDPOs at AWC in H.P and U.P was not uniform. The average time spent by CDPOs at AWC in H.P was 1-2.5 hours and in case of U.P, it was 30 minutes-3 hours. Involvement of teachers in monitoring was limited to aspects like opening of AWCs, presence of AWW, attendance of children, chart reading by children and children playing with play materials. All community leaders in H.P and majority (96 per cent) of them in U.P were aware of PSE

component under ICDS. Most of the community leaders (97 per cent) in U.P and 69 per cent of them in H.P had knowledge on importance of PSE component. About all AWCs in H.P had guidebook and none of the AWCs in U.P had guidebook as observed at AWCs. Lack of proper organization of PSE activities by AWWs, wrong parental expectations and inadequate efforts by ICDS functionaries for orienting parents on PSE were observed as factors for poor attendance of children under the study. Maximum of school teachers in H.P (95 per cent) and majority of them in U.P (89.65 per cent) had knowledge about role of school in implementing PSE.

NIPPCD study (2013-14) Studied on Booklet on Preschool Activities for 3-6 year children, with the objectives to have a ready reference for planning and organising activities for 3-6 years children; to develop age-appropriate, theme-based activities catering to different aspects of development; and to develop an assessment plan to evaluate the activities and progress of children. The booklet contains age-specific activities based on various themes such as Animal, Birds, Fruits, Vegetables, My Family & Neighbourhood, and Environment around me, me & Myself, Helpers around Us, and Transport. The booklet contains information related to importance of early years, principles of early learning, pre-school learning environment, pre-school programme planning on different themes, activity corners, suggested activities based on the above said themes addressing holistic development of children at pre-school stage, observation checklist for self assessment of workers at the child care centre and the assessment of school readiness amongst the children.

NIPPCD study (2013-14) studied on Effectiveness of Care Givers of Child Care Institutions (CCIs): A Study of CCIs of Northern India, with the objectives to: study the performance of the caregivers in terms of their defined role and responsibilities; analyse factors influencing the role performance of care givers in child care institution; and suggest strategies for better management of child care institutions. A sample of 29 child care institutions (CCIs) comprising of 20 per cent of 141 total registered CCIs in four States of Northern India, namely Haryana, Himachal Pradesh, Punjab and Rajasthan, were selected. Categories of care-givers included Probation Officer/ Welfare Officer/Case Worker, House Father/Mother/Care Givers of Open Shelter in each selected institution. As such a proportionate number of care-givers had been selected in accordance with the available number of care-givers. It was found that many child care institutions were overcrowded or with shortage of staff and the strength of children was not proportionate to the capacity of child care institutions. Therefore, accessibility of care givers in particular and supervisory staff, in general was missing in most of the CCIs. The study clearly indicated that the number of House Fathers/ Mothers and care givers of open shelters belonging to young age performed educational qualifications, who can deal with child-related problems exclusively. The State Governments should provide timely and adequate funds to CCIs, particularly to those run by NGOs. Adhocism, as a strategy for management of CCIs should be discouraged. Child care programme should be implemented as per the guidelines and indicators formulated in ICPS.

NIPPCD study (2013-14) studied on Mini AWCs in ICDS, with the objectives to evaluate the extent of delivery of ICDS services by Mini AWCs; assess the extent of benefit received by beneficiaries; assess the

capability of beneficiary mothers on child care; ascertain involvement of community in implementation of ICDS programme; enlist problems/challenges faced in implementation of ICDS programme; and suggest action points for effective functioning of Mini-AWCs. A total number of 60 Mini-AWWs, 20 CDPOs, 56 Supervisors, 60 ANMs, 60 PRI members, 105 pregnant women, 106 lactating mothers, 236 mothers of children (up to 6 years) and 179 children in the age group of 3-6 years (around 3 children per Mini-AWC) from 05 states, 10 districts and 20 ICDS projects were taken as sample under the study; Mini AWWs should be provided job training immediately after joining. The District Programme Officer should be made accountable in this regard. The study found that few beneficiaries approached the nearby full-fledged-AWC for availing some services of ICDS which were not available at Mini-AWCs. Therefore, it was recommended that the Mini-AWC in which population is more/equivalent to Main-AWC, the implementation strategy may be developed for providing all ICDS services by Mini-AWCs. CDPOs should be made accountable for this. Separate monitoring strategy for effective implementation of Mini-AWCs should be developed at project Level. The present provision of PSE kit @ Rs. 1500/- per Mini-AWC per year needs to be enhanced and be kept at par with the Main-AWC i.e. Rs.3000/- per year. This would facilitate to have more PSE materials at Mini-AWC. The AWWs of Mini-AWCs may prepare a list of children completing six years of age and hand over the same to the nearby primary school teachers for children to be admitted in the primary schools.

Chandra(2016) studied Global Movement on Quality Early Childhood Care and Education in India. The purpose of the study was the Global Movement on Quality ECCE and to study the initiatives taken by the Government of India towards global movement on quality ECCE. The present study is purely qualitative in nature. The study included that, the policies and pledges of Government of India evidently reflect the influence of and adherence to global trends. All essential components of a quality ECCE ranging from development and care of children; child friendly, play-based and experiential teaching-learning; developmentally appropriate practices and curriculum; use of mother tongue as well as rights-based outlook are mirrored in Government of India's initiatives. Many organisations contributed in these initiatives through their individual programs and projects. Ensuring quality in all the ECCE programs is a main target and a challenge before them. All kinds of media (print and non-print) are being used for propagating and guarantee quality ECCE. Therefore, India is well prepared and proceeding towards ensuring quality as well as making ECCE a right of every child. National ECCE Policy, Quality Standards for ECCE and National ECCE Curriculum Framework by MWCD are providing clear direction in this regard. Although the implementation can be tricky and targets tough to achieve, especially in a vast and populous country like India. Yet, India's move towards global movement on ECCE is remarkable.

Thomas, Sengupta & Benjamin(2015) Assessed the Integrated Child Development Services Programme in an Urban Area of Ludhiana, Punjab. Anganwadi Centres(AWCs) functioning in about 20,000 population of an urban area of Ludhiana of the year 2011 were studied, to assess facilities available and services provided to the beneficiaries under the Programme. It was followed descriptive survey design. Data analysis included proportions, and Chi-square test was applied where appropriate to determine statistical significance. ICDS provides six basic services to the beneficiaries attending the AWCs, and pre-school

education is one of them. In the present study, though all the AWCs had the pre-school education material, none of them made use of it. Most of the AWCs had pre-school timetable but none of them followed it. They had charts and pre-school education materials like slate and books but none of them made any use of them. In some AWCs, the AWWs taught alphabets and rhymes but most of the time the children were kept engaged with the toys and no pre-school education was imparted.

Dash(2012) studied the Management of Early Childhood Education in Balesore district of Odisha. The study examined the existing management system of Pre-school education, examined how pre-school education significantly compensates for early environmental deprivation on the home front by providing appropriately stimulating environment to the child and to know how far it caters to the needs of the children with respect to the holistic development of the children in Balasore District of Odisha. The sample of the study comprised 100 Anganwadi Workers , 24 Lady Supervisors , 4 Child Development Project Officers . To have a real picture the investigator regular visits to the Anganwadi centres and had informal discussions with the workers, interacted with the small children, conducted a focused group discussion with the people of the locality and collected the data to fulfil the needs of the study, also observed the activities of the centre ,so the investigator filled in some information schedule as he observed ,also conducted personal interviews with the CDPOs and Supervisors. The study revealed materials like table, chair, dari, box, water filter, water drum, black board, toys, cup and plate, charts, posters have been supplied to pre-school education centre. - 70% Anganwadi workers are of the opinion that these are not sufficient. 60% Anganwadis are having adequate space to organize activities. - 32% Anganwadis have inadequate space where as rest 8% have no space of their own. Girls enrolment is more than the boys.SC, ST and other back ward caste children are more in comparison to general caste students. There is a trend of increase in enrolment of children in Primary schools having ICDS back ground. On the impact of Pre-school programme activities all the Anganwadi workers opine that it ensures readiness for formal schooling through development of desirable social attitude, personal health habits and hygiene, linguistic skills, positive approach towards schooling. More than 50% Anganwadi based children are found in class-I of every sample schools. Activities undertaken for gross motor development, fine motor development, language development, development of basic concepts, concept about environment, emotional development, social development, development of creative potentialities and aesthetic ability in Anganwadis for holistic development of the child. Anganwadi based children are emotionally well matured, curious, tolerate, active, eager to know more in schools.

Manhas & Qadiri (2010) studied A Preschool Education in Early Childhood Education Centres in India . This study compared Anganwadi and preschool centres with regard to their infrastructure facilities, the nature of early childhood education and developmental activities carried out at the centres. The sample for the present study comprised 120 teachers (60 Anganwadi workers and 60 preschool teachers) from four districts of the Kashmir division. The four districts were selected at random from a total of 10 districts. From each district, 15 Anganwadi and 15 preschools were selected at random, and from each Anganwadi and preschool, one teacher was selected purposively to inform the researchers about the nature of preschool education imparted at their early childhood education centre. The tool used for data-gathering was a self-

devised interview schedule. The schedule was categorized into different headings that covered various aspects of preschool education so as to elicit in-depth information regarding the actual functioning of Anganwadi and preschools in the context of the nature and quality of education imparted. The data was analyzed through content analysis. A tabulation and calculation of percentages was also carried out. The study indicated that many of the centres, whether it was an Anganwadi or preschool, were housed in a rented building, while only some had accommodation of their own. The data reveals that Anganwadi usually operated in one room, where they carried out all the activities related to preschool education, as well as other referral services. The children's interest for indoor games was hampered due to a lack of space, as the single room was also often used to store supplementary materials. The preschools usually had plenty of space, where the children could sit comfortably and engage with various activities. The preschools were usually equipped with all the basic amenities, which included bathrooms, toilets, playgrounds, heating and ventilation. However, the Anganwadi were ill-equipped in providing adequate facilities for children, also indicate that few Anganwadi 15 (%) provided books for the children. They had a limited number of literacy and numeracy books, whereas the preschools had a variety of books, which included picture, story, literacy, numeracy and nursery rhyme books. The anganwadis used only 'play way' methods to impart early education. Limited teaching aids (charts, slates and counting beads) were displayed and used. The preschools used both 'play way' and formal teaching methods. Significant differences were found between Anganwadi and preschools regarding the engagement of children in developmental activities. The preschools involved the children in various activities, which included cognitive, language, creative, and fine motor skills activities, whereas the Anganwadi placed little emphasis on such activities. In quality childcare centres, cognitive and language skills are strengthened by engaging the children in a wide range of activities that challenge them to observe closely, ask questions and solve problems.

Kumari(2016) investigated the Impact of Quality of ECCE Programs on Cognitive Development and School Readiness of Children. This study was purposed to assess the extent of variations in quality of ECCE provisions offered by government and NGO sector, to find out the difference in school readiness of children in ECCE centre run by government and NGO sector and to find out the difference in Cognitive development of children in ECCE centre run by government and NGO sector. The sample included six ECE centres of Jaipur city. Out of those six ECE centres, three were Aanganwadi centre and three centers were run by NGOs. From each centre 25% of children present in the class were included in the sample. The information were collected with the help of cognitive development tool developed by Dr. Hema Pandey and school readiness tool prepared by the World Bank and CECED department of Ambedkar university. The findings of the study shows that Aanganwadi run under ICDS program are lagging behind the ECE centers run by NGO's in terms of cognitive development and school readiness of children enrolled in it. Although the infrastructure facility were not found upto the mark in ECE centers run by non-government organization but the condition was found worse in government run Aanganwadi centers. They are not properly equipped to deal with the educational needs of preschool children. Moreover the ECCE personnel working in Aanganwadi lacked sufficient skills to deliver educational training to the enrolled children. To reap the

maximum educational benefits of existing ECCE programmes the staff need to be trained along with boosting the infrastructure inputs.

Asha(2014) studied the Efficiency of Anganwadi Centres in Thiruvananthapuram District, Kerala. This study purposed to find out the efficiency of Anganwadi centres in providing service to beneficiaries and the factors affecting the efficiency. A cross-sectional study was conducted in 200 Anganwadi centres in Thiruvananthapuram district. Proportion and chi-square test were used for data analysis. This study revealed that 5% of Anganwadi centres were highly efficient, 63.5% are efficient and 31.5% are not efficient. The factors like educational status of Anganwadi worker, job status, infrastructure facility, logistic facility, supervision, intersectional coordination, support from health department and community participation showed a statistical significant association with efficiency of Anganwadi centres. Infrastructure and logistic facility, supportive supervision and Anganwadi worker's educational status are the important factors needed for the improvement of service delivery of an Anganwadi centre. However, quality of service still needs to be evaluated. In addition to this, coordinated work with health department, local self-government and of course the involvement of community in all phase of the health activities help in its service quality.

Bartwal & Singh(2019) assessed Facilities Available at Anganwadi Centres in Urban Area of Garhwal Region, In Uttarakhand 29 AWCs of urban areas were visited to assess their infrastructure and facilities provided by them to the beneficiaries. Data was collected by interviewing Anganwadi workers (AWWs) in a pre-tested, semi structured performa and results were expressed as frequency and percentage. The study revealed that Anganwadi Centers were running through rented, inadequate accommodation facility. There were no separate kitchen and storage facilities. Anganwadi Workers have not received refresher training. Nearly half of the Anganwadi Centers don't have medicine kit and pre-primary education kits. There is need for improved infrastructure and facilities in Anganwadi Centers along with regular supervision on services provided to the beneficiaries.

Paltasingh(2015) studied on Building the Foundation of Pre-School Education in an Indian State- Intervention and Policies. This study attempts to assessed the infrastructure, curriculum, children participation and other related issues concerning to ECCE in Odisha intervened through both SSA and ICDS programmes. Survey research methodology adopted also both qualitative and quantitative approach followed with categories of sampling units had presented in tabular form. Multistage sampling procedure had been followed for this study. Investigator used observation techniques, interview schedule and questionnaire, Focus Group Discussion for data collection also collected data from both primary and secondary sources. Percentage analysis, tabulation and thick description has been followed for data analysis. This study was found out that in all four districts(Cuttack, Bhadrak, Boudh and Nuapada)of Odisha,both ECCE and AWCs were following 'Arunima'as their curriculum. An active participation of children was found in cuttack and Bhadrak districts followed by Nuapada and Boudha districts. Out of the total visited centres, more than 40 percent ECCECs as well as AWCs face problems in running the centre. Housing was found to be the major

problem faced by both ECCECs and AWCs. This facility was not extended to ECCECs. With regard to food and nutrition, none of the ECCECs had such facilities whereas in AWCs, provision of food was not a problem because MDM was provided to all children from the department of ICDS. Thus, the provision of food and nutrition was a major attraction for which AWC had an advantage over ECCEC. Children and parents were more attracted to AWCs because children received both snacks and meals every day. There was demand from the villagers for providing of food and nutrition to the children by ECCECs. Majority of villagers were not co-operative in providing space for ECCECs. Even if there were club houses/community centres, villagers were reluctant to provide space for ECCECs operations. In Cuttack district, majority of the centres were run at the ECCEC Instructors' houses. ECCEC instructors were, to some extent, compelled to run the centres. Very often, it was noticed that in one of the blocks of Cuttack, the ECCEC children were sitting on the floor without even a mat. Majority of the ECCE centres in the villages of Boudh district were functioning in the community centre. The ECCE Instructor found it difficult to keep the instructional materials within the community house. Some of the centres were operating in village community centres or in the religious places, designated for religious rites, in Nuapada district. The play and instructional materials was supplied only once during 2006 to all the ECCE centres in Nuapada and Bhadrak districts. After that, none of the centres had received any instructional materials for the children. It was found that facilities of regular health check-ups were extended to most of the AWCs in all four districts, while children in the ECCECs did not receive such support on a sustained basis.

Sheridan (2011) Studied about Preschool Teaching in Sweden- a Profession in Change. The objective of the study was to investigate the meaning given to preschool teacher competence by Swedish preschool teachers. Focus was directed towards teachers' descriptions of their approach and their communication and interaction with children in relation to the overall goals of the preschool curriculum. The study was carried out in Sweden and the sample consist of 15 preschools in the country's two major cities, Stockholm and Gothenburg, and 15 preschools from the rural area of Malardalen in mid-Sweden. Both of the urban regions and the rural area are stratified to represent districts that differ geographically, demographically, ethnically, and which include varied socio-economic structures. From each of the 30 preschools, one preschool class/group and one preschool teacher were recruited as participants. All except one of the teachers were women. Design and method of the study is based on interactionist perspectives and draws on Bronfenbrenner's ecological systems theory and a critical ecology of the early childhood profession. To study teacher competence, the method chosen was individual, and semi-structured interviews that lasted 60-120 minutes were recorded and transcribed "verbatim". The major findings of the study three intertwined dimensions of teacher competences emerged. These dimensions are mutually interdependent, inseparable and constitute the meaning given by the teachers to teacher competence as a whole. These are: "Competence of knowing what and why, Competence of know-how, and Interactive, relational and transactional competence". These dimensions highlight teacher competence as a complex, multidimensional and relational phenomenon, constituted from interacting abilities. The participating teachers have a broad multidisciplinary knowledge, which needs to be deepened within specific areas such as, mathematics, ICT,

science etc. Being a part of complex ecological system with increasingly global dimensions, preschool teaching is a profession in change. Preschool teacher competence is constituted in the intersection of values, knowledge and ideologies on different system levels. In line with changing policy and curriculum intentions teachers create shared understandings of the meaning of teacher competence both for today and tomorrow. Based on these beliefs teachers create conditions for children's learning in preschool practice.

Engdahl(2015) studied on Early Childhood Education for Sustainability: The OMEP World Project. At the closure of the UNESCO decade on Education for Sustainable Development (2005–2014), this article reports on large research projects on sustainability conducted within the World Organisation for Early Childhood Education (OMEP) through 2009–2014. The overall aim of the projects within OMEP was to enhance awareness of Education for Sustainable Development among young children, OMEP members and the international early childhood community, with a special focus on taking a child-oriented perspective. The OMEP research comprised four studies which are described in this paper. The rich data in the research were drawn from 28 participating countries, involved more than 44,330 children aged from birth to 8 years, as well as 13,225 teachers. These participants were from various early childhood educational contexts. The research methods used included child interviews, children's dialogues, and child-driven, theme-based projects as part of children's early education programs. The results showed that young children have significant knowledge about the Earth and important ideas about environmental issues, as well as knowledge of the responsibilities which individuals carry with respect to sustainability. In the research findings, it was strongly apparent that adults often underestimate the competencies of young children. It is argued that education for sustainability can be a driver for quality Early childhood education.

Liu, Toki & Pange(2013)studied on Use of ICT in Preschool Education in Greece and China: A Comparative Study. This paper analyzed and compared the research findings on ICT use in preschool education in the past decade in Greece and China. The main analysis framework of this paper focused on three aspects: (i) access to and use of ICT in preschool; (ii) ICT and preschoolers; (iii) ICT and preschool teachers. The research method of this paper was a comparative study. Data collected from secondary resources- 45 papers for Greek preschool education and 35 papers for Chinese preschool education, all 80 papers were categorized for further analyzing. The criterion for selecting papers was mainly based on the relevance of contents of the article on ICT use and the validity of results. The study founded that basically almost all the Greek schools, including preschools, have access to computers and internet, and the usage of them is progressively rising, However, the equipment level and ICT application in class by teachers in Greek preschools have more space to improve,there is a lack of sufficient and detailed information on actual ICT use of preschool teachers. In Greece, Vernadakis et al. (2005) show that computer assisted instruction (CAI) can have a significant effect on children's cognitive, emotional, linguistic and literacy skills. Other findings reach the same conclusion that teaching and learning through ICT can increase children's academic performance and learning outcomes (Lovari & Charalambous, 2006; Fesakis, 2011). In Greece they find that preschool teachers generally express favourable attitudes to computer and/or ICT use in education (Tsitouridou & Vryzas, 2003, 2004; Gialamas et al., 2008; Pange 2008). In china majority of Chinese

kindergartens have made great progress in ICT infrastructures. A large proportion of them has been equipped with computers, printers, scanners, digital cameras and videos, and has got access to the internet. Some better conditioned kindergartens have set up independent multimedia classrooms and computer classrooms (Han, 2003; Pu, 2005; Liu, 2007; Guo, 2007). Some studies also report an issue which widely exists in China concerning ICT infrastructure use, particularly in Mainland China, and is named “digital divide”, which is apparent between public and private kindergartens, as well as kindergartens between urban and rural areas (Liu, 2007 & Guo et al., 2006). A range of findings in China also prove the significance of ICT in preschoolers’ learning activities. It has been indicated that ICT can play a crucial role in children’s mental development, abstract thinking and later academic performance (Gao, 2011). Other researchers argue that if the preschool teachers are able to apply ICT effectively, a broad range of studies in China report that preschool teachers have realized the importance of ICT (Liu, 2010), and considered ICT as a helpful tool not only in teaching practice, but also in teachers’ professional development (Pu, 2005). The majority of kindergartens have started courses to support teachers’ training and most of the teachers have attended trainings in various ICT topics and at different educational levels (Liu, 2007; Pu, 2005; Guo et al., 2006). However, it is revealed that the outcome of the training was not effective and teachers did not benefit a lot for their teaching process.

2. Studied on Perception of Anganwadi Worker about Anganwadi

Meenal, Kurll, Doibale & Goel (2011) studied on Knowledge Of Anganwadi Workers and their problems in an Urban ICDS block. The study assessed the profile of Anganwadi Workers (AWWs) and assessed knowledge of AWWs & problems faced by them while working. Cross sectional study design followed. Anganwadi centres were selected by stratified sampling technique. From each sector, 20% AWWs were enrolled into study. The functioning of AWWs was assessed by interviewing Anganwadi workers for their literacy status, years of experience, their knowledge about the services rendered by them and problems faced by them. The study found that most of AWWs were from the age group of between 41-50 years; half of them were matriculate and 82.14% workers had an experience of more than 10 yrs. Majority (78.58 %) of AWWs had a knowledge assessment score of above 50%. They had best knowledge about nutrition and health education (77.14%). 75% of the workers complained of inadequate honorarium, 14.28% complained of lack of help from community and other problems reported were infrastructure related, supply, excessive workload and record maintenance. Majority of AWWs were beyond 40 years of age, matriculate; experienced, having more than 50% of knowledge related to their job.

Jena (2013) investigated Knowledge of Anganwadi Worker about Integrated Child Development Services (ICDS): A Study of Urban Blocks in Sundargarh District of Odisha. The study examined the socio-economic background of Anganwadi Workers there training service condition, assessed the awareness among the Anganwadi Workers regarding the health and nutritional services of ICDS programme, studied the problems faces by AWWs while implementing the ICDS programme. The sample for this study comprises of 30 Anganwadi workers belonging to three Urban Blocks of Sundargarh Districts. All the selected AWCs are belonging to urban areas and the selection of AWCs was purposive. A face to face

interview schedule was used as a tool for knowing socio-economic and demographic profiles of AWWs, knowledge about various ICDS services (like immunization, nutritional and health education, supplementary nutrition, growth monitoring) and problem faced by AWW while implementing ICDS programme. The data obtained was compiled and tabulated using the SPSS. Univariate and Multivariate analysis was used for data analysis. The study revealed that majority of the AWWs were trained and had received in service job training and 50% of the workers had received refresher training. It was found that all the Anganwadi workers maintaining all the recommended registers and also maintaining monthly weight register and growth chart records. Results suggest that 56.7% are complained of inadequate salary while only 16.7% complained of lack of logistic supply related problems. About half of the Anganwadi workers complained that they have Infrastructure related problem like inadequate space for displaying Non-Formal Preschool Education (NFPSE) posters or other posters related to nutrition and health education, space is not available for conducting recreational activities like outdoor activities, irritation by animals entering into Anganwadi centre. Forty three percent of workers not happy because of overload of work. And 40% of the workers complained for excessive record maintenance as they have to assist for other health programmes apart from their Anganwadi related work like in pulse polio programmes, vitamin A distribution programme conducted by Municipal Corporation. It can be concluded that partly Anganwadi workers were familiar with the various services of ICDS but their importance for the programme was not clear to them. The quality of knowledge was one of the neglected features among Anganwadi workers. Anganwadi workers are the key person who will promote the good practices of services related to ICDS to enhance the health and nutritional status among mothers and children; hence they should be equipped with better knowledge through regular and quality training program.

Agrawal, Garg, Kumar & Chaudhary (2018) investigated the Gaps in the knowledge and Practices of Anganwadi Workers in a Rural Area of Meerut-A situational analysis on umbrella ICDS Scheme. The study has planned to understand the knowledge of Anganwadi workers for the existing scheme and proposed programs and its implication on the attitude and practices. A cross sectional descriptive study was carried out at the selected anganwadi centers of Machhra block in Meerut District from January 2017 to June 2017. The selected block is also the rural field practice area under the Department of Community Medicine, LLRM medical College, Meerut. A list of anganwadi centres and workers was obtained from Block level CDPO office and the anganwadi workers were contacted prior to the day of data collection. The data on socio demographic factors, knowledge and practices carried under ICDS scheme, Bal Swasthya Poshan Mah (BSPM), National Iron Plus initiative (NIPI), Poshan Abhiyan etc was captured using structured questionnaire by a single observer. The data was collected and analysed using epi info software. This study concluded that the knowledge of anganwadi workers in majority of cases was adequate and meeting the requirements of the various programs implemented through anganwadi workers. But the implementation of the knowledge on the ground is markedly missing in the practices. This knowledge – practice gap in the implementation of ICDS will further affect the execution of other programs which are or which will be using Anganwadi center and anganwadi worker as a platform. In addition, majority of the program implementation is on paper and in reports while in reality its facing challenges of non-functional instruments and incomplete

and outdated kits. There is a need for a robust mechanism to strengthen the existing processes for on ground implementation of the schemes.

Maqbool(2013) investigated Perception Of Anganwadi Workers And Parents In Educational Zone Sopore District Baramullah (Kashmir): A Case Study. The study was under taken to find the perception of anganwadi workers towards pre-schooling of children in age group of 3-6 years, and to study the perception of parents towards the effectiveness of Anganwadi scheme. The data for this study has been collected with the help of interview schedule and on the basis of survey; the data was statistically analyzed on the basis of percentage. The study revealed that 59.64% Anganwadi workers were in favour that the attendance in anganwadi centers helps in the motivation of children for formal schooling and development, 33.57% anganwadi workers were uncertain about this and 6.78% were opposite to this view. The study further revealed that 38.88% parents were in favour of effectiveness of this scheme, while 25.55% parents were uncertain and 34.44% parents were opposite to this.

Dash & Priyadarshini (2018) studied on job satisfaction of Anganwadi workers in Bargarh district, Odisha. The grassroots level workers who are called Anganwadi workers (AWWs) provide the services of ICDS the place where the service are provided is called Anganwadi. The objectives of the study were to assess the socio demography profile and socio economic condition among Anganwadi workers and the level of job satisfaction of anganwadi workers of selected anganwadi centers of Bargarh district Stratified random technique was done to select the Anganwadi centres. Pre-structure questionnaire was used for this study. And the socio-economic majoring scale developed by R.L. Bharadwaj (2013) was used for the study. The purpose of this scale was to measure an individual's or family's economic social in relation to others variables. The data was statistically analyzed on the basis of percentage. This study revealed that Anganwadi workers act as a bridge between the community and the ICDS. All the respondents were well aware about their job responsibilities and majority of them took up the job because of financial necessities and poor economic background. Economic independence, affection for children, interest on social work and welfare of the society, no other alternative means to engage in any other way, relief from domestic chores, limited working hours and other matter were some of the main reasons for becoming AWW. The study found that senior Anganwadi workers, were more satisfied than their younger counterparts. Adaptation in work environment and the sense of responsibilities they carry to the beneficiaries were likely the reason for a enhanced job satisfaction. It was found that except for their salary/ job, cooperation from colleagues and authority and overall honorarium and over work load, Anganwadi workers of ICDS project were generally satisfied with their work. It was found that except for their salary/ honorarium and over work load, Anganwadi workers of ICDS project were generally satisfied with their job.

Barodia(2015) investigated the Profile of Anganwadi workers and their Job Satisfaction. The study was purposed to assess the performance of AWW and their job satisfaction. The study was a descriptive study. It was conducted at 10 blocks of Ahmadabad city. Total 50 Anganwadi Workers & 5 Anganwadi centres from each block i.e 500 AWWs & 50 AWC were taken as sample. The tasks performed by AWWs were assessed by Checklist and Job satisfactions were assessed through opinionnaire. The analyzed was done with the help of statistical techniques. This study revealed that most of the AWWs in Urban ICDS Block, Ahmadabad were from age group 31-40 years, Graduates & 0-9 years of experience. They were performing their daily tasks at AWCs regularly. The reasons for not Job Satisfaction were less number of holidays. Problem felt by them were mainly related to infrastructure facilities as well as Community Support.

Joshi(2018) investigated on Knowledge of Anganwadi workers and their problems in Rural ICDS block. Objective of this study was to study the profile of Anganwadi workers (AWWs). To assesses knowledge of AWWs & problems faced by them while working. Cross sectional study design followed. Anganwadi centres were selected by convenient sampling technique. The functioning of AWWs was assessed by interviewing Anganwadi workers for their literacy status, years of experiences, their knowledge about the services rendered by them and problems faced by them. This study founded that major problem was infrastructure related problems and inadequate supply of play material as their major problem, Anganwadi Centres need to be strengthened in structure and supplies and Anganwadi Workers need to be given more in-service educational programme and training programme along with salary so that they can be motivated to take interest in all activities of the project. At the end of data collection organized in service educational programme for Anganwadi workers, theme of the programme was play therapy- how to improve the physical and mental development of children less than 6 years of age groups. There is genuine need to repair/replace the storing bins and other equipment time to time. It was found that majority of Anganwadi Workers were not able to focus on physical and mental development related activities in Anganwadi Centres.

3. Studies on Perception of Parents about Anganwadi

Rehman¹, Patel, Agarwal, Singh & Mahour(2017) studied on Utilization and Parental Perception towards Anganwadi Services in Rural Lucknow- A Cross Sectional Study. The study purposed to assess the level of utilization of services from Anganwadi centres among children aged 3-6 years in the rural areas of Lucknow, to assess the perception and satisfaction of parents towards services being provided at the Anganwadi Centres, to assess the reasons for non-utilization and parental perception towards services being provided at the Anganwadi Centres. A Cross-sectional study was carried out in Lucknow. From the eight rural ICDS projects, one ICDS project was randomly selected. From the selected project, five Supervisor Zones were randomly selected and from each supervisor zone one Anganwadi Centre was randomly selected. The households of all the registered children (3-6 years) were visited and parents (mother / father) were interviewed using a pre tested questionnaire to obtain the sample size of 314. Data was analysed using SPSS.16. Almost two fifths (39.5%) of the parents did not send their children to the Anganwadi centres. Majority of the parents (75.2%) perceived Supplementary Nutrition to be beneficial whereas only about one

third (36.0%) perceived Pre School Education to be beneficial for their child. More than one third (36.6%) the parents said that overall services at the Anganwadi centres were of poor quality. Lack of perceived benefit of Pre-school Education (96.7%), and no teaching or proper guidance to the children at the centre (91.1%) were the major causes of children not attending the centres. Perceived benefit of Supplementary Nutrition was found to be significantly associated with caste, mother's education and socio economic Status and perceived benefit of Pre School Education was found to be significantly associated with age of the child, religion, caste, mother's education and socio economic Status. The study found utilization of Anganwadi services to be quite low. As compared to Pre School Education more of the Parents perceived Supplementary Nutrition to be beneficial. However most of them were not satisfied and on a whole perceived the services to be of poor quality. Therefore stringent supervision to ensure provision and quality of service of the ICDS centres must be done. Moreover the functions of AWWs should not be restricted to distribution of supplementary nutrition only, but a need based approach should be developed to improve the satisfaction level of the end users.

Qadiri & Manhas(2017) studied on Parental Perception Towards Preschool Education Imparted at Early Childhood Education Centers. The study was conducted to assess perception towards preschool education imparted at early childhood care and education centres. Snowball sampling technique followed for this study. The sample comprised of 200 parents with at least one child in age group of 3-6years. Half of the selected parents were those who had enrolled their children at Anganwadi and other half those who sent their children to other pre-school centers. The tools used for this study was a self-devised questionnaire, both close ended and open ended. The data are analysed through content analysis, tabulation and calculation of percentage. The results of the study revealed that the parents irrespective of whether they sent their children to anganwadi or preschools held similar views about the meaning of preschool education, skills acquired at ECD centers, teaching methodology, and role of ICDS centers in preschool education. Most parents (81%) thought of preschool education as a combination of concepts which included an age bound format related to preparation for primary schooling and provision of learning in an interactive manner. Most parents (25%) felt that children who attend early childhood development centers (ECD) cultivate good health and hygiene habits, develop pre literacy skills (19%) and communication skills (16%). Majority of parents perceive that play way approach as a best method for imparting early childhood education. Significant differences were found among the awareness of parents regarding ICDS scheme. Most parents were aware about the nutrition facility only and did not consider these centers are adequately equipped to provide preschool education. Parents sending their children to regular preschool centers were found to be less aware about ICDS scheme and its role in preschool education.

Maqbool(2013) studied on Perception Of Anganwadi Workers And Parents In Educational Zone Sopore District Baramullah(Kashmir): A Case Study. The study was under taken to find the perception of anganwadi workers towards pre-schooling of children in age group of 3-6 years, and to study the perception of parents towards the effectiveness of Anganwadi scheme. The total number of existing centre in the sopore block, total no. of anganwadi workers, and concerned parents in these centers- district baramulla Kashmir has been taken as sample .The data for this study has been collected with the help of interview schedule and on the basis of survey; the data was statistically analyzed on the basis of percentage. This study revealed that 80% of parents were aware about ICDS scheme and only 40% of the parents considered it useful for the general public, 25% of the parents believed that the benefit of the scheme reaches to the deserving masses, 35% of the respondents considered that Anganwadi workers motivate the people for full immunization. Only 20% of the respondents were of the opinion that Anganwadi workers help the people to get their medical checkup done,31% parents perceived that Anganwadi workers give health and nutrition education to pregnant and nursing mothers,40% of parents believed that children get motivated for learning by attending Anganwadi centers,40% of parents think that Anganwadi scheme helps to reduce school dropout.

Nagaraja,Anil,Ravishankar&Narayan(2014)studied about Building Social Relationships and Health Habits at Anganwadi center: A Sociological Study of Anganwadi Children and I.C.D.S. Programme. The study purposed to assess the perception of parents and their expectations regarding the functioning of anganwadi center,to asses the social skills, health habits and emotional maturity of the anganwadi child. A Cross-sectional study was undertaken in anganwadis of Kolar District. The Mulbagal Taluk has a total of 425 Anganwadi centers, out of which 40anganwadi centers were randomly selected, which are in the field practice area of Department of Community Medicine, Sri Devrajurs University. Team of Doctors, social workers and Anganwadi workers are involved The children in each anganawadi centre were enumerated and by using systematic sampling method every fifth child parent was interviewed and the data was collected from 224 parents for the study. A pretested and semi-structured questionnaire was used to assess awareness, perception, attitude and acceptance of the services by the parents. The collected data was analyzed using standard statistical software.The study found that a majority of Parents had high level of expectations from Anganwadi Center, They were somewhat satisfied with Anganwadi services, yet they were not participating in the Anganwadi activities. The Community regarded non-formal pre-school education is very important component of ICDS, Parents also considered it as better way of acquiring good healthy habits and moral values. Anganwadi worker is spending most of the time in preparing supplementary nutrition and maintaining records, therefore it is difficult to concentration on pre-school education activities.

Kocyigit(2015) studied on Family Involvement in Preschool Education: Rationale, Problems and Solutions for the Participants.This study purposed to examine the views of teachers, administrators and parents about the problems that emerge during family involvement in preschool activities and solutions for these problems. The participants were 10 teachers, 10 parents and 10 administrators from 4 preschools and 6 kindergartens in the Palandöken and Yakutiye districts of Erzurum. Data was collected via semi-structured interviews and analyzed using descriptive and content analysis. The study revealed that teachers and

administrators organize various family involvement activities, and parents participate in one or more of them. Family-involvement activities were found to be affected by factors such as time, cost, interaction, order, sharing, getting familiar with each other, ease of transportation, updated notice boards, technology, school facilities, security, control, requirement, and participation size. The participants mentioned the following among the problems they faced in family-involvement activities: unwillingness; lack of time; fatigue; negative attitudes; the behavior of teachers' spouses, parents, and teachers; irrelevance; low participation; families unable to express themselves; program changes; disinterest; illiteracy among families; ineffective presentations; constant complaints; favouritism; attention deficit in children; difficulty in leaving; conflicts; financial difficulties; unannounced home visits by teachers; gender; and transportation. They were observed to battle these problems by setting aside time, getting help, using effective communication, ensuring high participation, exercising control, updating notice boards, showing guidance and trying to adapt.

4. Community members involvement in Anganwadi

Seema(2001) studied on Performance of Anganwadi centers in Kerala: An evaluation and experiment with community participation. The study involved assessment of the existing Anganwadi infrastructure and services, critical examination of the decentralised planning process with reference to women and child care sector and formulation of model Anganwadi projects that could be adopted by the local self governments. It was realised that objectives could not be met by the traditional field enquiry technique so utilising field-survey-based data and secondary data, also adopted participatory approach for critical evaluating the Anganwadi process. Investigator was an active participant in People's Planning campaign and also a district-level office-bearer of one of the major Anganwadi worker's unions. For the field study,15 panchayats were purposively selected.The study revealed that the involvement of mothers in some of activities was indicated. It was seen that in 58% of the centers mother were involved in the arts festivals of children. In 42% of the centers old people of the locality had been interacting with the children. The level of local community participation was the highest in meeting of mothers,41% in preparation of food,59% in the case of vaccination camps,86% in the case of maintenance of building, very little level participation was observed in organisation of camps for pregnant women or conduct of study tour for children, also in cultural programmes.

5. Functioning of Anganwadi in Tribal Areas

Navitha, Sreedevi,Devi & Kameswari(2019) studied on Developmental Status of Tribal Children Attending Angawadis in Adilabad. This study examined the demographic profile of tribal children attending Anganwadis and assessed the Developmental status of tribal children attending Anganwadis. A sample of 180 children in the age range of 3-6 years who were attending Anganwadi centers in Adilabad district of Telangana state were selected by purposive random sampling method. Ex-post facto research design was opted for the study. Developmental assessment checklist was used for assessing the developmental status of children. Frequencies and Percentages were used to analyze the data. This study concluded that, the developmental status in above half of the tribal children between 3-6 years were moderate level almost all the

areas. Gross motor, fine motor, socio emotional skills and communication skills were better when compared to other areas of development. Creative expression and cognitive skills were very poor when compared to other areas of development. The developmental status of 3-4 year old children was better in all the domains when compared to 4-5 and 5-6 years. Preschool activities in tribal Anganwadis should be given more focus on par with the nutrition. Anganwadi workers should be trained in conducting age appropriate activities to cater the developmental needs of children in the age range of 3-4 years, 4-5 years and 5-6 years. Teachers need to develop competency in providing stimulating learning environment to promote holistic development of the child by giving equal importance to all the areas of development. Monitoring should be strengthened in implementing the scheduled activities and using the existing teaching learning material. The tribal children in Anganwadi centers should be provided with structured opportunities in play way method based on their developmental level.

Malyadri (2012) studied on Education for tribal children: An engine for human Development. This paper made an attempt to analyze the problems in the field of Tribal children education and suggest measures for the development of education among the Tribals in Khammam District of Andhra Pradesh state in India. Elementary education is a priority area in the Tribal sub-plans from the 5th Five Year Plan. Education of ST children is considered important, not only because of the Constitutional obligation but also as a crucial input for total development of tribal communities. On the basis of an empirical study conducted in tribal areas of Khammam district, some of the observations presented in this study. The study observed that Pre-primary facility is provided to 338 schools by providing early childhood education centers. 700 Anganwadi centers are provided partial support and brought under supervision of the primary schools. The survey conducted in Khammam districts Andhra Pradesh shows that only 15% to 40% tribal children attend the school (Hanumantha, 2006). There are certain important reasons for the drop out problem in the district. The first and most important reason is the prevailing economic backwardness. Secondly, ignorance and superstitions play a major setback for spread of education in the district. People of the remote area are superstitious and addicted to blind beliefs. So they do not understand the value of education. Thirdly, a vital reason for the drop out problem of tribal students is their prevailing cultural process and life style, which hardly creates conducive environment for spreading of education. There is no specific Government sanctioned holidays for tribal's of the state to be observed by the educational institution unlike other communities enjoy. Hence tribal students remain absent in the institution during their festive occasions, when there is no holiday. Absence of tribal cultural and regional materials in class books, Untimely supply of study materials, Lack of communication facility were the major hindrances which stands like educational barrier at tribal areas.

Behera & Gowramma(2016) reported on School Readiness of Children from Scheduled Tribe Communities. The report revealed that the perception of parents, whose children were not attending the centre regularly, was gathered on the causes of irregularity by interviewing them. From among the total parents, only 13.15% parents reported on irregularity of AWW as a cause. The child lacked interest to go AWCs as reported by 5.26% of parents. Only 2.65% reported as quality of Anganwadi education was not good. Three causes, mainly, were identified such as regularity of AWWs, interest aspect of the child and

quality of Anganwadi education. Regularity of AWW is seen to be the reason as per many parents for not sending their children to the centre. It is to be reminded here that in rural areas as both parents go out to work, they look for the AWW to take the child to the centre daily which is an immense responsibility. As per the response of the AWW the absence is due to official visits to collect materials, attend meetings and related issues. It has to be taken into account that AWW during the working time should not be disturbed for other responsibilities which may hamper the child's attending to the centre regularly which in turn is seen as a major deterrent to enrolment/premature dropout from elementary stage of education.

Critical Analysis

Research evidence show that numbers of studies have been conducted in India as well as in abroad. Also a number of measures have been taken by both state and central Govt. For effective functioning of Early Childhood Care and Education. Most of the studies have been conducted on Functioning of Anganwadi or Preschool education and job satisfaction of Anganwadi workers. However, the investigator has reviewed the possible literatures which include the status of preschool education in ECCE centers in India and abroad, knowledge of Anganwadi workers about ICDS services and their job satisfaction, perception of parents about Anganwadi and pre-school education center, community members involvement in Anganwadi and functioning of Anganwadi in Tribal areas.

The investigator studied 32 number of research work done by different scholars', internet etc. On the review of the above research studies the investigator got an idea on previous research conducted in the field of the research topic and found that India is well prepared and proceeding towards ensuring quality as well as making ECCE a right of every child. National ECCE Policy, Quality Standards for ECCE and National ECCE Curriculum Framework by MWCD are providing clear direction in this regard. India's move towards global movement on ECCE is remarkable(Chandra,2016).In 1993 the "Program of Action" report of the Ministry of Human Resource Development in India identified certain groups as major target groups for expansion of ECCE in India. Programs run by the Govt.- Integrated Child Development Services(ICDS) in India national program to serve children between 0-6 years age group(Muralidharan,1992). The ICDS services are operated through a network of Anganwadies (courtyard) and are supported by World Food Program, CARE, UNICEF, the European Union, USAID and the World Bank(Young,1996).ICDS provides six basic services to the beneficiaries' attending the Anganwadi Centers and Pre-School education is one of them. There is a trend of increase in enrolment of children in Primary schools having ICDS back ground. On the impact of Pre-school programme activities all the Anganwadi workers opine that it ensures readiness for formal schooling through development of desirable social attitude, personal health habits and hygiene, linguistic skills, positive approach towards schooling(Dash,2012).But investigator came across many studied regarding the problems of functioning of ECCE centers and it was revealed that many child care institutions were overcrowded or with shortage of staff and the strength of children was not proportionate to the capacity of child care institutions(NIPPCD,2013-14). Lack of proper organization of PSE activities by AWWs, wrong parental expectations and inadequate efforts by ICDS functionaries for orienting parents on PSE were

observed as factors for poor attendance of children (NIPPCD,2011-12). The Anganwadi were ill-equipped in providing adequate facilities for children, also indicate that few Anganwadi provided books for the children. They had a limited number of literacy and numeracy books, whereas the preschools had a variety of books, which included picture, story, literacy, numeracy and nursery rhyme books(Manhas& Qadiri,2010). Anganwadi run under ICDS program are lagging behind the ECE centers run by NGO's in terms of cognitive development and school readiness of children enrolled in it(Kumari,2016).Some anganwadi were running through lack of infrastructure facility also Anganwadi Workers have not received refresher training (Bartwal& Singh,2019). Factors like educational status of Anganwadi worker, job status, infrastructure facility, logistic facility, supervision, intersectional coordination, support from health department and community participation showed a statistical significant association with efficiency of Anganwadi centres(Asha,2014). Also Children and parents were more attracted to AWCs because children received both snacks and meals every day.. Majority of villagers were not co-operative in providing space for ECCECs (Paltasingh,2015).

The investigator came across studies related to perception of Anganwadi Workers about ICDS services and their job satisfaction found that the knowledge of anganwadi workers in majority of cases was adequate and meeting the requirements of the various programs implemented through anganwadi workers(Meena, Kurll, Doibale&Goel,2011; Jena,2013;Agrawal, Garg, Kumar & Chadhary,2018).But the implication of the knowledge on the ground is markedly missing in practices(Agrawal, Garg, Kumar & Chaudhary,2018). Economic independence, affection for children, interest on social work and welfare of the society, no other alternative means to engage in any other way, relief from domestic chores, limited working hours and other matter were some of the main reasons for becoming AWW. The study found that senior Anganwadi workers, were more satisfied than their younger counter parts(Dash & Priyadarshini,2018).It was found that except for their salary/ job, cooperation from colleagues and authority and overall honorarium and over work load, Anganwadi workers of ICDS project were generally satisfied with their work(Dash & Priyadarshini,2018;Jena,2013). Other reason for not Job Satisfaction were less number of holidays. Problem felt by them were mainly related to infrastructure facilities as well as Community Support(Barodia,2015;Meenal,Kull,Doible & Goel,2019). Some of the Anganwadi workers complained that they have Infrastructure related problem like inadequate space for displaying Non-Formal Preschool Education (NFPSE) posters or other posters related to nutrition and health education(Jena,2013). Infrastructure related problems and inadequate supply of play material as their major problem, Anganwadi Centres need to be strengthened in structure and supplies and Anganwadi Workers need to be given more in-service educational programme and training programme along with salary so that they can be motivated to take interest in all activities of the project(Joshi,2018). Anganwadi worker is spending most of the time in preparing supplementary nutrition and maintaining records, therefore it is difficult to concentration on pre-school education activities (Nagraja,Anil,Ravishankar& Narayan,2014).

From the reviews on perception of parents about Anganwadi and community involvement investigator found that Majority of the parents (75.2%) perceived Supplementary Nutrition to be beneficial whereas only about one third (36.0%) perceived Pre School Education to be beneficial for their child. More than one third (36.6%) the parents said that overall services at the Anganwadi centres were of poor quality. Lack of perceived benefit of Pre-school Education (96.7%), and no teaching or proper guidance to the children at the centre (91.1%) were the major causes of children not attending the centers (Rehman,Patel,Agarwal,Singh&Mahour,2017).Most parents (81%) thought of preschool education as a combination of concepts which included an age bound format related to preparation for primary schooling and provision of learning in an interactive manner(Quadri & Manas,2017).Due unwillingness; lack of time; fatigue; negative attitudes; disinterest; illiteracy among families; ineffective presentations; constant complaints; favouritism; attention deficit in children; difficulty in leaving; conflicts; financial difficulties are the problems for which parents unable to participate in Early Childhood Care Centers(Kocyigit,2015).

The investigator come across studies related to Functioning of Anganwadi in Tribal areas and found that Anganwadi centers should be provided with structured opportunities in play way method based on their developmental level(Navitha, Sreedevi, Devi & Kameswari,2019).But there are certain important reasons for the drop out problem in this tribal areas (i) prevailing economic backwardness,(ii) ignorance and superstitions ,(iii) their prevailing cultural process and life style, which hardly creates conducive environment for spreading of education. There is no specific Government sanctioned holidays for tribal's of the state to be observed by the educational institution unlike other communities enjoy. Hence tribal students remain absent in the institution during their festive occasions, when there is no holiday. Absence of tribal cultural and regional materials in class books, Untimely supply of study materials, Lack of communication facility were the major hindrances which stands like educational barrier at tribal areas(Malyadri & Pacha,2012).Also regularity of AWWs, interest aspect of the child and quality of Anganwadi education affect the Functioning of Anganwadi in Tribal areas(Behera & Gowraama,2016).

By keeping in views of the above facts, the investigator found that very few studies conducted on parental perception towards functioning of Anganwadi and community involvement in Anganwadi services; also very less number of studies found on functioning of Anganwadi in tribal areas. In most of the studies Preschoolers are not taken as sample. There is hardly any study undertaken about the functioning of preschool components in ECCE centres.

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