

A Comparative Study Of Private Pre-Schools And Anganwadies Within Aizawl South Area

Laldampuii 1st Author, Lalhruaitluangi Sailo 2nd Author, Prof. Lallianzuali Fanai 3rd Author
Assistant Professor. 1st Author, Assistant Professor. 2nd Author, Professor 3rd Author

¹Education Department of 1st Author,
¹Govt. Serchhip College 1st Author, Aizawl, India

Abstract : *The quality of the education can be measured by the quality of its pre-school, because it is the first step towards entering the world of knowledge as well as healthy and purposeful life. Therefore, bearing the importance and its consequences every nations are more concern about Early Childhood Care and Education. So, in present scenario Early Childhood Care and Education is carried out mainly in two ways - private Pre-school and Government Anganwadies. The main objectives of the study is to compare the educational qualification of the teachers and the physical infrastructure of private pre-schools and Anganwadies with reference to the norms laid down by the NCERT. The sample of the study consists of 3 private pre-schools and 3 Anganwadies centre within Aizawl South area. The investigator used observation cum interview schedule prepared by Prof. Lalhmasai Chuauango (for studying the existing conditions of Pre-schools). The collected data was used to compare the physical infrastructure and to find out the difference in educational qualification of both the school using statistical method. The study revealed that most of the Anganwadies teacher's qualification did not meet the norms given by NCERT while most of the private Pre-schools teachers has attained the norms. The study also indicate that in comparing to the existing physical infrastructure - Pre-schools were far better than Anganwadies.*

IndexTerms - Private Pre-schools, Anganwadies, Early childhood Care and Education.

1. INTRODUCTION

The early childhood is a recent term synonymous or parallelly used for pre-school years to describe the period before children enter school. Nowadays, it has become a common practice for many parents to put their children in a school as early as age two or three or four. In some advanced and even in developing countries, early childhood education, means education for two to five years old children i.e. before primary school or kindergarten. Early childhood development includes two main agents – Care and Education ‘Care’ is a comprehensive term that includes proper nutrition, immunization, safety and security along with emotional support.

The pre-primary education in India is also known as Kindergarten. Kindergarten, a term created by Friedrich Froebel in 1837, which means “children’s garden”. Various types of pre-primary schools are now available in India and more and more children are not attending preschool, indicating a rise in the need for education of kids. Pre-primary education is considered to be very important for the child as it is the first step towards entering the world of knowledge as well as healthy and purposeful life.

The SSA, Mizoram has started setting up new ECCE centres which are Pre-Primary sections, attached to the Primary schools under the SSA on July, 2005. The children, covered belong to 3 – 5 years of age. Some attempts are made to provide learning readiness programme. The children in these Early Childhood Care and Education Centres are provided mid-day meal along with Primary school children. Pre-school under Private management have their presence too in Mizoram. The private management runs invariably English Medium Institutions. These school have been opening classes usually from Nursery/Kindergarten (KG) stage. Thus, before a child is able to sit in Class I, he/she has to attend the Nursery and KG Classes (for two years) which simultaneously provide chances for pre-school activities. The pre-school in Mizoram has been implemented under the scheme of Integrated Child Development Services (ICDS) by the Department of Social Welfare since 1978. A non-formal pre-school education is one of the package of services rendered by the ICDS.

2. Rationale of the study

Early Childhood Care and Education cover a period from birth of a child till the child enter a pre-school. It is a preparatory stage to enhance holistic development in a child for future life. The main focus of 0-3 years is health condition (including the health of the mother from the conception to the birth of the child); 3-6 years, health condition and education. It is very essential that we provide special care and attention as it is the first phase in child’s life where interaction with other begin. Pre-school period is a school readiness programme considered as the foundation of learning. Thus, many steps have been undertaken for the development and improvement of Early Childhood Care and Education.

It is crucial to find out the current status of private pre-schools and Anganwadies since early childhood care and education is the foundation period. The ICDS project in Mizoram has rendered its service solely/mainly in the establishment and welfare of the Anganwadies. The ICDS has 5 objectives mainly catering the needs of a child. Further to enhance the objectives a package of services are implemented. Tireless efforts rendered by the Government and Anganwadi worker has enabled Mizoram to have one of the best Anganwadi Centres in the country. At the same time being more aware of the importance of early childhood education people who have interest in this matter, set up pre-school especially in urban areas. Thus, this led to the need of comparison to find out the quality of the pre-schools run privately and Anganwadies under Government. The nurturing of children is very important so these are the two agencies who carried out this important task. NCERT laid down norms to be followed by the teacher about their qualification, physical infrastructure, records and register so we need to find out whether they fulfill the norms laid down by the NCERT for running pre-schools For qualitative development competent, professionally trained,

enthusiastic teacher are required to teach at this level. Further, it is also necessary to find out whether private run pre-schools are set up for commercial purpose and are run only for name sake. It is important to find out the infrastructure, learning environment whether special programme for the benefit of the children are organized or not. It is imperative to compare the private pre-schools and Anganwadies in human and physical aspects. It is also important to find out the parents reaction and their expectations of private pre-schools and Anganwadies. It is assumed that the finding will reflect the strength and weakness of these two agencies. It will also help the policy matters and the authority to develop a systematic procedure for enhancement for holistic advancement of young learner.

At present in Mizoram private run preschools and Anganwadies set up by Government are established in many places. Although the Anganwadi has a define objectives regarding its establishment but the motives of the private run preschools are uncertain. Though a few of them are imparting the right kind of education to children, it is often believed that these private agencies carried out their institution mainly for monetary personal gain. Thus, an in depth study is needed to find out the existing conditions and problems faced by these two agencies. Apart from this it is needed to find out whether these two agencies meets the expectation of early childhood care and education in its nature and character. Therefore, it is a great necessity to have a comparative study between private pre-schools and Anganwadies centres.

3. Statement of the problem

The problem of the study has been stated as “A Comparative Study of Private Pre-schools and Anganwadies within Aizawl South Area”

4. Research question

Are there any differences between the educational qualification and the physical structure of private Pre-school and Anganwadies with reference laid down by the NCERT?

5. Objectives

- 1) To examine and compare the teacher educational qualification of private pre-schools and Anganwadies with reference to the criteria laid down by the NCERT.
- 2) To study and compare the existing physical infrastructure of private pre-schools and Anganwadies in compliance with the norms laid down by the NCERT.

6. Delimitation

Due to time constraint, the present study was confined only to Aizawl South Area.

7. Method of the study

Descriptive survey approach was used to conduct the present study.

8. Sources of data

The study has used primary and secondary source of data for attainment of its objectives. Primary sources are direct contact obtained through the Head of the Institution, teacher and parents of Pre-schools and Anganwadies. Secondary source are institution office records.

9. Population of the study

The population of the study comprise of all the Pre-schools and Anganwadies within the Aizawl South Area.

10. Sample of the study

Data was collected from 3 - private Pre-schools and Anganwadies centres.

11. Tools of data collection

For the present study, observation cum interview schedule prepared by Prof. Lalhmasai Chuaungo was used. Interview schedule for Head of the Institution prepared by the investigator was used.

12. Data collection

The investigator personally visited the school and permission was taken from the Head of the institution of the school to collect the required data confidentiality was assured.

13. Data analysis

The data were collected through observation, questionnaire, interview schedule and school records. It was further analyzed and tabulated for comparison to find out the differences, which was shown in percentage.

14. Analysis and Interpretation

Analysis of the present study was done in accordance with the objectives of the study.

Objective No. 1 : Comparison was done between 6 Anganwadies teacher and 15 private Pre-school teacher.

Table No. 1(a) shows the number of teacher who are under-graduate and graduate of both the institution. The comparison result was tabulated and the differences was shown in percentage as below :-

Table No. 1(a)

Educational Qualification	Anganwadi		Pre-school	
	No. of teacher	Percentage	No. of teacher	Percentage
Under Graduate	4	66.7%	4	26.7%
Graduate	2	33.33%	11	73.33%

Table No. 1(b) shows the number of teachers having diploma in Early Childhood Education (ECE); a criteria laid down by NCERT

Table No. 1(b)

Diploma in ECE	Anganwadi		Pre-school	
	No. of teacher		No. of teacher	Percentage
	Nil		4	26.7%

The above table reveals out of 6 Anganwadies teacher and 15 private Pre-schools teachers, 66.7% teachers were under below B.A. and 33.33% Anganwadi teachers were above B.A. while 26.7% teachers were under below B.A. and 73.33% of private Pre-schools teachers are above B.A. As the NCERT has criteria for Pre-school teacher i.e. for teaching Pre-school, the teacher should be Class XII standard with holding Diploma in Early Childhood Education, here as we seen in the table Anganwadi teachers did not hold any diploma in Early Childhood Education and 26.7% of private Pre-school has gone through this Early Childhood Education.

As we have seen in this table most of the qualification of private Pre-school teachers meet the criteria laid down by the NCERT rather than Anganwadies teacher.

Objective No. 2: To study and compare the existing physical infrastructure of private Pre-schools and Anganwadies in compliance with the norms laid down by the NCERT.

Table No. 2
Check list

NCERT NORMS	ANGANWADIES			PRE-SCHOOLS		
Location (of Pre-school/Anganwadies) easily accessible 1 km walking distance – 8 kms depend on the transportation facilities	√	√	√	√	√	√
Free from heavy traffic, ponds, wells, nallahs, pollution, heaps of garbage	√	√	X	√	√	√
Outdoor play space should be available	√	X	X	√	X	X
Rooms should be well ventilated	X	√	√	√	√	√
Indoor space separate storage sleeping facilities, toys corner	√	X	X	√	√	√
Picture and childrens work display on the wall	√	√	√	√	√	√
Furniture provided in the class chairs, bench, table, mat, blackboard, rags	√	√	√	√	√	√
Drinking water filtered water	X	√	√	X	√	√
Sanitary facilities	√	√	√	√	√	√

A perusal of the result vide Table No. 2 in compliance with the norms laid down by the NCERT. All the location of the private pre-schools and Anganwadies are easily accessible and free from heavy traffic, ponds, wells, nallah and garbage. Outdoor play spaces are mostly unavailable to all the private pre-schools and Anganwadies. Rooms are mostly well-ventilated except one Anganwadi. Indoor space, separate storage, sleeping facilities, toys corners are all available in private pre-school while only one anganwadi can afford. Both private pre-schools and anganwadies put pictures and display their children's work on the wall. Furnitures like chairs, bench, table, mat, Blackboard and rags were available in both the institutions. In accordance to the drinking water 2 anganwadies and 2 private Pre-schools provide filtered water while one Anganwadi and 1 private pre-school let the children drank the water tap. About the sanitary facilities both the anganwadies and private pre-school have meet the expectation of the NCERT norms.

15. Conclusion and Discussion

Early Childhood Education a pre-school education stage is an important stage as it is a preparatory stage to enhance holistic development in child for future life. The main focus of ECCE are categorized as 0 – 3 years is health condition; 3 – 6 years, health condition and education. It is very essential that we provide special care and attention as it is the first phase in child life where interaction with other begin.

National Focus Group on Early Childhood Education NCERT, 2005 has states that “This stage” of life is important as a foundation for the inculcation of social values and personal habits which are known to last of life time.

According to the criteria laid down by NCERT to be a teacher of Pre-school one has to be a Class XII standard passed and have Diploma in Early Childhood Education (ECE). In the present study no teacher of Anganwadies has a Diploma qualification in ECE. On the other hand, only a few private Pre-school teachers undergo this training, therefore, to attain the ultimate goal of Pre-school we can conclude from the study that trained teachers are needed to attain the desire goal.

The present study also revealed that both private pre-schools and anganwadies were well located in regarding to the norms of NCERT as it was all easily accessible and free from traffic, ponds, wells and garbage. Rooms were well ventilated and Indoor space were also good enough and furniture provided to the students were also satisfactory. But in regarding to the outdoor play space most of the private pre-schools and Anganwadies established there institutions in rented house so they cannot provide outdoor space. So, special attention was needed to pay more in regarding to the building establishment.

The investigator noticed that schools with qualified teacher has better student in regard to their behavior, manner and etiquette and their confidence. Their teaching were also more effective than the unqualified teachers.

REFERENCES

- [1] Aggarwal, J. C & Gupta, S. (2014). *Early Childhood Care and Education*. Delhi:Shirpa Publications.

[2] Akhlar, M. (2013). A Comparative Study of government and private absenteeism at Secondary Level in District Bahawalpur. *Journal of education and vocational research*, 4(8), 225-229.

[3] Zia, Asma. (2015). A Comparative Analysis of Public and Private Educational Institutions: A Case Study of District Vehari. *Journal of Education & Practices*, 6(16), 122-130.

[4] Chuaungo, Lalhmasai. (2001). *An Analytical Study of Pre-school Education in Mizoram* (Ph.D Thesis). NEHU, Mizoram Campus. Retrieved from <http://dspace.nehu.ac.in/handle/1/4537>.

[5] Laltanpuui. (1998). *An Analytical Study of Pre-school Education in Mizoram* (M.Ed – Unpublished Dissertation). NEHU, Aizawl. Retrieved from <http://dspace.nehu.ac.in/handle/1/4537>.

[6] National Council of Educational Research and Training (2019). *The Pre-school Curriculum*. Retrieved from <http://www.ncert.nic.in/>

