

**PERFORMANCE OF BALWADI TEACHERS UNDER
SMALL AND MEDIUM TOWN DEVELOPMENT
PROJECT - AN EVALUATION STUDY**

By
SARALAMMA G.

DISSERTATION


SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE POST GRADUATE DIPLOMA
IN FOOD SCIENCE AND NUTRITION

COLLEGE OF RURAL HOMESCIENCE
VELLAYANI, TRIVANDRUM
1987

DECLARATION

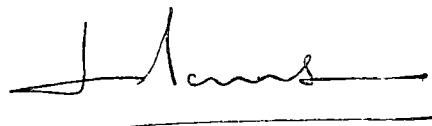
I hereby declare that this dissertation entitled " Performance of Balawadi Teachers under Small and Medium Town Development Project - an Evaluation study" is a bonafide record of research work done by me during the course of research and that the dissertation has not previously formed the basis for the award of any degree, diploma, associateship, fellowship or other similar title of any other University or Society to me.

Vellayani,


Saralamma, G.

CERTIFICATE

Certified that this dissertation entitled "Performance of Balawadi Teachers under Small and Medium Town Development Projects - an Evaluation study" is a record of research work done independently by Smt.Saralamma, G. under my guidance and supervision and that it has not previously formed the basis for the award of any degree, diploma, fellowship or associate-ship to her.



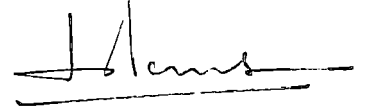
(Dr.L.PREMA)
Chairman
Advisory Committee
Professor and Head
College of Rural Home Science

Vellayani,

APPROVED BY

CHAIRMAN

Dr.L.PREMA
Professor and Head,
College of Rural Home Science

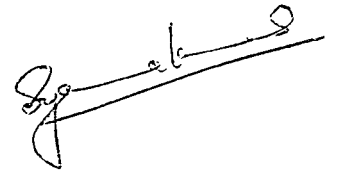


MEMBERS:

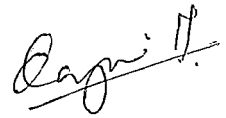
1. Smt. MARY UKKURU,
Assistant Professor,
College of Rural Home Science,
Vellayani.



2. Smt.S.SYAMAKUMARI,
Assistant Professor,
College of Rural Home Science,
Vellayani.



3. Smt.M.RAJANI,
Junior Assistant Professor,
College of Rural Home Science,
Vellayani.



ACKNOWLEDGEMENT

I wish to place on record my deep sense of gratitude and indebtedness to:

Dr.L.Prema, Professor and Head and Chairman of the Advisory Committee, College of Rural Home Science, Vellayani for suggesting the problem, offering inspiration and valuable guidance during the course of investigation and in the execution of this scientific endeavour.

I am grateful to Smt.Mary Ukkuru and Smt. S. Syamakumari, Assistant Professors, College of Rural Home Science, Kerala Agricultural University for the keen interest shown and to Smt.M.Rajani, Junior Assistant Professor, College of Rural Home Science, Kerala Agricultural University, Vellayani who as members of the Advisory Committee have provided me with unremitant encouragement and help in the processing of the data and preparation of the dissertation.

I wish to express my gratitude to Dr.M.M.Koshy, Dean-in-charge, Faculty of Agriculture, Vellayani for providing necessary facilities.

contd..

I am grateful to the Government of Kerala for deputing me for higher studies and thereby enabling me to take up this research and for the financial assistance rendered.

My grateful acknowledgements are also made to the whole hearted cooperation of my husband and family who have lent me their helping hands for the successful completion of the endeavour.

Saralamma G

Saralamma, G

Vellayani,

C O N T E N T S

		<u>PAGES</u>
INTRODUCTION	..	1 - 5
REVIEW OF LITERATURE	..	6 - 16
METHODOLOGY	..	17 - 20
RESULTS AND DISCUSSION	..	21 - 40
SUMMARY AND CONCLUSION	..	41
REFERENCES	..	42 - 45
APPENDICES	..	46 - 55

LIST OF TABLES

TABLE

- 1 Strength of Balawadis
- 2 Space facilities available in the balawadis.
- 3 Seating facilities in the balawadi
- 4 Time schedule for out-door play.
- 5 Views of the Balawadi teachers regarding the benefit of out-door play.
- 6 Facilities for providing Safe drinking water- in the balawadi
- 7 Frequency of recording the growth chart.
- 8 Member strength of the Nutrition Forums organised in the balawadis
- 9 Details of the programmes conducted in the nutrition forums.
- 10 Details of Classes taken for the members of nutrition forums.

PERFORMANCE OF BALAWADI TEACHERS' UNDER SMALL AND MEDIUM
TOWN DEVELOPMENT PROJECT IN KAYAMKULAM MUNICIPALITY -
AN EVALUATION STUDY

INTRODUCTION

The nation marches on the feet of children. The early childhood years are extremely impressionable and formative. The healthy growth of a child needs adequate attention, love, understanding, protection, security, nutrition, health care, stimulation through language and play and a social environment to cope with future experiences. Provision of a suitable environment during this period leads to sound growth and development of the children for future.

Traditionally children in Indian villages have been looked after by the families. However, due to various factors like poverty, absence of basic amenities, ignorance of parents cultural pattern etc. family has not always been able to provide a congenial atmosphere for the growth and development of the child. Here arises the need for creating a special environment which can provide adequate opportunities for the physical, mental emotional and social development of the child.

Today pre-school is an answer to the search for a good environment for growing children (Gassel, 1954).

In India, there are different kinds of pre-schools under different banner. They are nurseryschool balawadi, balamandir, creche and kintergarden.

The Indian term 'Balawadi' which is a Hindi word for a pre-school, would refer to a preprimary institution in both rural and urban areas. Balawadi is a safe place and congenial environment rich with varied tools and equipment (Moore 1967).

Shah (1976) rightly points out that what their child will be as an adult depends much in the experiences he gains with objects and materials during these plastic and mouldable years of life.

Jamuna (1971) reports that balawadi is a centre where the total development of children of 0-6 age groups, is possible day care may be one of the aspects of balawadi. Here the child is provided with all amenities necessary for his further growth and smooth development, both in the home and outside. In all these the teacher of the

balawadi has a specific role to play by acting as catalyst, by motivating children, by helping them to observe and think for themselves (Social Welfare 1979).

The teacher has an important role as a reinforcer of learning through the attention she gives. The teacher also serves as a model for the child. As described by Read (1950) the child imitates the teacher's behaviour including speech, gesture, attitudes, interests and feelings. She may be the spark which starts him off on many different paths or focusses his attention to many new things. Therefore the teacher should provide a conducive environment where the child feels at home. Some children may be inattentive and fretful, they must be encouraged by proper attention (Rao, 1975). As stressed by Swift (1964) teacher is the most important single factor in determining the nature of child's experiences.

Today many mothers are employed; so they send their children to pre-schools. In the case of unemployed

mothers too due to their multifarious roles, they are forced to send their children to day care centres since there is no more joint family system for child care. So a balawadi is an extension upward and outward of the house and family rather than an extension downward of primary school (Mollan 1967). In the opinion of Todd (1964) learning lessons is least important in a balawadi. Teacher in the balawadi is like the mother in the home. The main purpose of a balawadi is to provide an opportunity for the pre-schoolers who cannot stay at home all the time and also cannot get the parent's attention during their rapid growth period.

Dakshayani Amma (1973) noted that running of balawadi depends upon the efficiency of the teacher. For the successful running of balawadi the balawadi teacher should be provided with the basic amenities such as building, furniture, play equipment, kitchen facilities and drinking water facilities.

5

In the present study, an evaluation was undertaken :

- (i) To study the organizational structure of the balawadi;
- (ii) To examine the fulfilment of job responsibilities by the balawadi teachers and
- (iii) To assess the effectiveness of the nutrition forum organised along with the balawadi.

This study is confined to the balawadi teachers working in the Small and Medium Town Development Programme in Kayamkulam municipality.

REVIEW OF LITERATURE

According to Chowdhary (1964) Balawadi literally means " garden of the children" or "Kinter-garden" and it is generally understood as a nursery school on Montessori lines. It is a very broad concept including the services of a creche and a nursery school. A balawadi aims at an integrated approach to the physical mental, intellectual and social needs of a child (Jamuna 1971).

A balawadi has a function of its own which the home cannot perform. Besides helping the formation of character it has to enable the child to acquire efficiency and skill in the use of instruments of living (Arnold 1977).

Rao (1975) rightly points out that a balawadi tries to promote the social growth of the children, by maintaining, strengthening and enriching each child personal relationship with his family and by introducing him at the same time to a wider world of people and opportunities, Jamuna (1971) states that balawadi is a centre where the total development of children of 0-6 age group is ensured.

Rao (1975) states that balawadi is a school, serving the needs of children, upto the age of six by offering them experiences, and shares the responsibility for promoting the sound growth with parents. Frank (1962) points out that balawadi provides the educational care to infants of working mothers, together with such incidental activities as extra feeding, bathing, changing clothes and providing indegenous toys. He further states that an attempt is also made at informally educating the children through play and recreation.

Central Social Welfare Board (1972) describes "rural balawadi" as a preschool which takes care of 20 to 30 children and which is located in a rural area, in separate room or in a Panchayat samithy or in someone's house.

It is also generally understood that balawadi aims at preparing a child for admission to a primary school and serves as a day-care-centre for children of working mothers (Ramje and Goyal, 1972). Swaminathan (1972) feels that a balawadi must provide all the basic amenities to a child necessary for his further growth and smooth development both in the home and outside.

Dakshayani Amma (1973) states that lesson is least important in a balawadi and children at the age of three or four years need to play with other children. The main purpose of a balawadi is to provide an opportunity for this age group which cannot stay at home all the time and also cannot get the parents' attention during this active period.

According to the Central Social Welfare Board (1972) the aims and objectives of a balawadi are, to help the child in his physical growth in the development of his senses, to learn the art of social adjustment to encourage formation of healthy habits and aptitudes, to develop his intellectual capacity, to give training in discipline, regularity and concentration, to teach him the beginning of language and numbers and to encourage manual dexterity through various equipment and to provide day care.

According to Maloni (1978) the Indian term balawadi would refer to a preschool in both rural and urban areas of community. A balawadi is an extension upward and outward of the home and family rather than

9

an extension downward of primary school. Robert (1969) is of opinion that the balawadi programme includes a close working relationship of various institutions and departments and agencies concerned with health, nutrition, education, recreation and general welfare of the child.

According to the guidelines of Central Social Welfare Board (1975) children should be helped to live and grow in proper environment within the home, community and in the balawadi. It is also desirable that they should be surrounded by nature so that their physical growth and emotional development takes place with the advantage of sunshine, water, blue-sky, green grass and trees.

Dakshayani Amma (1973) states that the balawadi site should be free from infection, smoke, noise and wild animals. She also stated that it is not always necessary to have a building, for balawadi classes and it can be held on open air, under the shade of trees and will be immensely enjoyed by children.

As per the guidelines of Central Social Welfare Board (1972) the height of the rooms should be less than 10 feet from the floor to the lowest part of the ceiling. Rooms should be of bright coloured and should be decorated with pictures of children, animals, birds, flowers etc.

Mary (1964) states that in a good balawadi there will be large, airy rooms, lined with study shelves with all kinds of toys or materials which are chosen for sturdiness durability and creative play. Guha (1966) points out that in an ideal balawadi class room for 25 children should be about 9 x 7.5 sq.m in area and 3 to 3.5 m in height. There should be doors and windows to provide light and ventilation.

Gassel (1954) states that ample storage space of two varieties should provide in every pre-school. George (1976) points out that the bath rooms should be spacious and filled with sanitary equipment specially meant for children. Adequate facilities for taking meals and rest should be assured for every child in the balawadi. According to Central Social Welfare Board (1972) there should be a minimum of 2000 sq.ft. of play area in every balawadi. Playground should be

specially prepared. It must have a safe surface and should be fenced properly. Best (1963) states that a sand pit and a wading pool will greatly add to the charm of the play ground. Catherine (1972) states that drinking water available in the balawadi should be properly protected against dirt, and if there is well, it should be fenced so as to avoid the danger of any child falling into it.

A balawadi can function as a centre where every child is actively engaged in co-operative activities and can be given enough freedom to find his feet and is encouraged to speak the truth and live a straight just life (Dorothy, 1965). According to John (1961) those who educate children are more to be honoured than those who produce them because they give life, whereas the other the art of living. Teaching in an infant school is a creative stimulating profession which offers continuous challenge to the alert, sensitive teacher (Moore 1969).

Bajpai (1974) feels that the teacher must have the capacity to guide and develop acceptable social approaches and responses among the different types of

children. Todd (1964) rightly exhorts that the teacher in the school is like the mother in the home, who is the person responsible for creating an atmosphere of love. The teacher is the most important simple factor in determining the nature of the child's experiences (Swift, 1964). Teaching is not done with a needle or a pump. It is, rather, best accomplished by individuals who are informed self disciplined and loving and who believe in the integrity of humanity and educability of the child (Fuller, 1966).

According to Chowdhary (1964) teacher at a balawadi should have multidisciplinary approach to the child welfare activities with special reference to services at the preprimary stage. Rao (1975) points out that the teacher should provide environment where the child feels at home, and the child should not be scolded, shamed or punished for any lapses of toilet training at odd times.

Children of the age group $2\frac{1}{2}$ to 6 years in the companionship of their peers strike to advance their optimum growth and development under the guidance of their teacher (Ramji and Goyal 1972). According to Moore (1962) a pre-school teacher acts as a guide, not

as a director and there is no place in their relationship for condescending, authoritarian or domineering behaviour. Jamuna (1971) states that a balawadi teacher must provide comfortable working conditions for the child and should be sensitive to its emotional reactions.

According to Read (1967) the teacher has an important role as a reinforcer of learning through the attention she gives. She also serves as a model for the child and imitates her behaviour and patterns, including speech, gesture, attitudes, interests and feelings. According to Foster and Headlacy (1956) a balawadi teacher should be alert, altruistic, approachable, charitable, clean, co-operative, courageous, domestic, dependable, open minded, optimistic, patient, poised, positive, progressive, pure (morally), sensitive, tolerant, true and truthful.

The healthy growth of a child needs adequate attention, love, understanding, protection, security, nutrition, health care, stimulation through language and play and a social environment to cope with future experiences (Buckle 1960). Guruji (1979) had the opinion that the teachers have a specific role to play acting

as catalyst by motivating children, by helping them to observe and think for themselves the teacher has to identify health needs of the community, assign priorities and apportion areas to children of different age groups. As viewed by Kumari (1969) it is accepted that teachers in a nursery school should be women. This view is found on the idea that women are more sympathetic than men and therefore with little children they are bound to be more successful than men.

Education in nutrition and child health is a process by which beliefs, attitudes, environmental influences and understanding about food are converted into practices which are nutritionally sound and consistent with the socio economic background of the individual (Chittamma, 1980). The fundamental objective of education in nutrition and health will be to help individuals to establish good habits and practices that are consistent with nutritional needs of the body and adapted to the cultural pattern and good resources of the area, they live in (Bosley 1976). And such nutrition education is likely to be successful if it is geared to improve the local conditions and is based on local needs and local cultural beliefs (Jelliff, 1968).

Pre-primary education is imparted in our country through balawadi, anganwadi and creches. Balawadi is a pre-school education centre with better facilities and services than in an anganwadi (Chowdhry, 1980). An evaluative study of the balawadis in India was conducted to assess the organisational set up of the programme and its impact on beneficiaries, mothers and the community (Muraleedharan, 1980).

Wadhava (1978) states that education is to improve the child's nutritional status through mid-day meals, timely health check up and vaccination and to help them to develop certain basic principles of hygienic practices. According to Morley (1985) success in pre-primary education cannot be achieved without care of common conditions such as diarrhoea and the prevention of illness such as measles and whooping cough which precipitates so many children into malnutrition. The Child Welfare programme implemented in the country generally aims at the all round development of the pre-school child, by provision of comprehensive welfare services in all the areas of the child's needs and also for strengthening his family (Ghu, 1966).

As stated by the project proposal Integrated Child Development Programme balawadi teacher is a key person to determine the most needy beneficiaries, adult and pre-school.

Ramamishra (1985) reports that teachers of pre-primary education centres are said to be the builders of the nation because through an interactive process, they undertake the responsibility of shaping the destiny of our country.

As stated by Pushpalatha (1968) the teacher of the pre-primary centre have the training and the equipment to keep the children's mind engaged in an interesting way and channalise the energy of the young minds into creative work. They also help in developing good habits formation in Children (Vijayalekshmi, 1968).

According to Deway (1976) the teacher of the pre-primary education centre is expected to function as a guide and director. He quotes "she is more than an instructor or a task master, she is a helper and guide".

METHODOLOGY

The study was undertaken to assess "The performance of balawadi teachers under Small and medium town development programme in Kayamkulam". The study aims at finding out the basic amenities available to the balawadi teachers for fulfilling their job responsibility.

A. Selection of the Sample

Small and medium town development programme financed by UNICEF is in operation in three municipalities viz. Kayamkulam, Shertallai and Alleppey. This programme aims to concentrate the package of basic services to the urban poor and to the improvement of the quality of life especially of the mother and child. Under this programme thirty five balawadis were set up in Kayamkulam municipality, and these thirty five balawadis were selected for the study. These balawadis were selected because of the following reasons.

1. It is the first municipality where the programme is implemented.
2. Easy accessibility and ensured co-operation of the Project Officers.
3. Constant contact of Agricultural University personnel through distant education programme.
4. Less overlapping of the integrated child development services schemes in the project area.

B. Set up and functioning of the Balawadi

Thirty five balawadis in Kayamkulam municipality were set up corresponding to the wards present in the municipality. Moderately educated popular young women from the local community representing different cultural groups were selected to run these balawadis. These balawadi teachers were given three months intensive preservice training by the then Department of Home Science, Kerala Agricultural University, Vellayani. Besides this preservice training a refresher training of four weeks duration was given. Apart from the curriculum these balawadi teachers were given guide

lines for setting up "Nutrition Forums" with the involvement of the mothers of the balawadi children along with other women as members. These nutrition forums were meant to disseminate essential nutrition knowledge to the mothers for adopting better child care practices. University personnel visited these project area frequently and imparted necessary guidance. Nutrition News letter was sent monthly to these balawadi teachers for equipping them for taking classes to the members of the Nutrition Forums.

C. Selection of the method

The performances of the balawadi teachers were assessed through interview method and by observation. A suitable structured schedule prepared for this is appended in Appendix I. According to Devadas and Kulandaivel (1973) "interview method is defined as systemic method by which a person enters more or less imaginatively into the inner life of a comparative stranger".

The interview schedule prepared emphasised three aspects. The first aspect relates to physical amenities of the balawadi such as balawadi set up, kitchen and other facilities, equipment, indoor and outdoor playing facilities, sleeping facility, drinking water, health recording etc.

The second aspect consisted of the establishment of 'Nutrition Forum' attached to balawadi. Data related to the year of the establishment of nutrition forum, member strength and details of education programme on infant nutrition, personal hygiene, environmental sanitation and cooking demonstrations conducted for the benefit of the members of nutrition forum were collected.

The third aspect consisted of the questions related to the training and experiences obtained by the balawadi teachers.

The investigator personally visited all the balawadis to get the necessary information. Approximately the investigator spent one day in each balawadi to collect the information needed.

RESULT AND DISCUSSION

The results of the study of "Performances of Balawadi Teachers under SMTD programme in Kayamkulam - an Evaluation" are presented under the following headings.

- A. Availability of basic amenities at the balawadi and
- B. Job responsibilities of the balawadi teachers.

A. Availability of basic amenities at the balawadi

Local voluntary organizations such as Mahila Samajams play an active role in running a balawadi. Eighty per cent of the balawadis were functioning under the supervision of local mahila samajams. In order to meet the climatic hazards building is an important amenity of a balawadi. All basic needs necessary for growth and smooth development of a child both at home and outside the home should be provided in the balawadi (Swaminathan, 1972). Data collected shows that all the balawadis surveyed were functioning in temporary sheds constructed with bamboos and mudwalls. Forty nine per cent of the balawadis were constructed according to the Government plan whereas others were constructed according to the facilities available locally. The floors of 79 per cent of the balawadis were found to be kept dry and clean.

An ideal balawadi must have a hall, a store room, a kitchen and a living room. Provision must be made for these rooms and lavatories. According to Gardner (1956) a balawadi

of 30 children should have a minimum space of 600 to 800 ft. This ideal recommendation was rarely observed in any of the balawadi under study. Out of the total balawadis under study only one balawadi has three rooms and over 62 per cent of the balawadis were having two rooms. The remaining 38 per cent of the balawadis were functioning in one room facility. The balawadi building should be well ventilated for the free flow of air and light. Sixty five per cent of the balawadis under study were moderately ventilated whereas 35 per cent did not have proper light and ventilation facilities. The teachers responsible for the balawadis were fully aware of these limitations. They had also reported the difficulties to the municipal councillor who was in charge of the ward and to the project officials. The teachers interviewed reported that they had accustomed to these inadequacies.

Strength of a balawadi~~s~~ is determined by the number of children attending the balawadi regularly. An enquiry have been made regarding the number of children attending the balawadis in the municipality and the results are presented in Table 1.

Table 1. Strength of balawadis

No. of children regularly attending balawadis	No. of balawadis	Percentage
10-20	5	14.28
21-30	13	37.15
31-40	17	48.57

As revealed in the table, 48.57 per cent of the balawadis were having adequate strength. Among the rest 14 per cent of the balawadis were found to run with very few members. On further enquiry into the reasons for having poor attendance it was found that this was due to the location of the balawadis. These were the areas where the balawadis are found to function without proper light and ventilation facilities. Enquiries were also made among the mothers of these localities, revealed that the children were also reluctant to go to these balawadis. Probably lack of facilities in these centres might have been responsible for the behaviour of the children.

Details regarding the space, facilities available for the conduct of classes in the balawadi was collected and the findings are presented in Table 2.

Table 2. Space facilities available in the balawadis

Details of Availability	No. of balawadi	Percentage
Adequate	11	31.42
Partially adequate	21	60.02
Inadequate	2	5.71
Not at all adequate	1	2.85

As revealed in the Table 2, 91.44 per cent of the balawadis were having adequate facilities for the conduct of classes and only 8.56 per cent balawadis did not have adequate space facilities.

Data were collected regarding the seating facilities extended to the children in the balawadis and the views of the teachers about the same are given in Table 3.

Table 3. Seating facilities in the balawadi

Views of the teachers regarding seating facilities	Details of facilities	No. of balawadis	Percentage
present	as benches	22	62.85
	as mats	5	14.00
Absent		8	23.15

As depicted in Table 3, 62.85 per cent balawadi teachers had answered affirmatively. According to the guide lines of the Central Social Welfare Board (1972) adequate facilities on comfortable seating should be assured for every child. Regarding the arrangement of seating facilities in the class room, on observation, it was found that 27 balawadis out of the 35 were having adequate arrangements in the form of benches or mats (14 per cent) while in 8 balawadis there was no proper arrangement for provision of seating facilities to the children. However, mats provided in few balawadis were not considered as proper seating facilities by the teachers running those balawadis. On observation, it was

also found that the facilities provided by the municipality was utilised to the maximum by the teachers. In the balawadis where there were no benches or mats, children were made to sit on the floor after tidying it up. Such arrangements indicate interest taken by the balawadi teachers in running the balawadi.

The kitchen of the balawadi should be provided with a store room and working area, besides the necessary equipment for cooking. Only in 34.29 per cent balawadis, kitchen without store room was constructed while in the remaining 65.71 per cent of the balawadis there were no such facilities. In these balawadis, meals were reported to be prepared outside in open ground adjacent to the balawadi, which is an unhygienic practice with chances of food contamination. However, on observation, it was found that in 82.84 per cent balawadis, meals were prepared in the neighbouring houses while 27.16 per cent of the balawadi teachers were using their own home kitchen for the preparation of these meals, since their houses were nearby.

All the balawadi teachers had reported about the problem of smoke while preparing the meals for the balawadi children in the kitchen constructed. Probably this may be the reason for the teachers to seek help elsewhere for preparing the meals. However, this arrangement can be considered only as a temporary measure since this may lead to various other

problems and some times the benefits intended for a target group may not reach them in such situations. In such community feeding programmes it is advisable to construct better devices such as smokeless chullahs which may help to save fuel and to protect the children from the harmful effects of constant exposure to smoke.

According to Foster (1956) equipment and supplies supplement the facilities of the centre or nursery school in implementing the programme of activities. Every balawadi must have equipment for cooking, playing and teaching in order to promote full growth of the children. Data was collected regarding the availability of such materials. It was found that only 11.43 per cent balawadis were having the above said facilities. It was also reported that such facilities were built up with the help of funds raised locally. The teaching aids available in the balawadi were black board (48.57 per cent), painting books (11.43 per cent), picture boxes (14.28 per cent) and counting frame (14.28 per cent).

Every balawadi must have space for a play ground and is expected to have play equipment for the variety of activities. Eighty nine per cent of the balawadis had received a bicycle and a rocking horse from UNICEF as play equipment while in the remaining balawadis such facilities were not available. On observation it was also found that in many

of the balawadis surveyed, they had interesting materials as play items like Rocking horse, bicycle, colour chart, counting beads and artificial flowers. A notable point at this juncture is that many of such play items found in the balawadi were prepared by the teachers who were very imaginative and resourceful. Majority of the teachers were aware of the need for developing low cost material for the play activities and education of child as a pre-requisite step towards the achievement of the total development of the children.

The children were encouraged to collect materials around their home and surroundings and these materials were used for fabricating the toys for the children. Such creative activities of the balawadi teacher can be attributed to the preservice training they had.

Balawadis surveyed were not having proper out door playing facilities. In 34.29 per cent balawadis, children were playing in the class room itself, while in 65.71 per cent of the balawadis understudy the premises around the balawadi were used for the outdoor play.

The time schedule for outdoor playing followed in the balawadis surveyed are presented in Table 4.

Table 4. Time Schedule for outdoor play

Time	No. of balawadis	Percentage
11 - 12 noon	25	71.46
12 - 1.00 p.m.	1	2.85
1 - 2.00 p.m.	1	2.85
2 - 3.00 p.m.	6	17.11
3 - 4.00 p.m.	2	5.73

As revealed in the table 4, there was no uniform time schedule for out door play and majority of the teachers were permitting the children to play outside when the sun was not very hot.

Data were collected regarding the views of the bala-wadi teachers towards outdoor play. The details are presented in Table 5.

Table 5. Views of the balawadi teachers regarding the benefits of outdoor play.

Benefits	No. of balawadis teachers	Percentage
Physical development	4	11.43
Physical and mental development	21	60.00
Mental development	10	28.57

As revealed in the table all the balawadi teachers were fully aware of the fact that out door play helped in the physical and mental development of the children.

Rest is an important item included in the curriculum of pre-school education because children at this age need

sufficient rest for the proper physical and mental development.

The data collected revealed that 51 per cent of the balawadis had facilities for this purpose the remaining 49 per cent balawadi did not have these facilities and the reason given by the teachers were lack of mats and mattresses and poor flooring. On further enquiry, it was found that the teachers or the municipal officials were unable to solve this problem, since local contributions were too meagre to meet such needs.

B. Job responsibilities of the balawadi teachers

The balawadi teachers under the S.M.T.D. programme were selected from the community. They were expected to assist the project officials in running the balawadis for maintaining records of immunization, growth monitoring, feeding and pre-school attendance and in assisting in other community based activities. They were also expected to assist primary health staff in providing health services. They were responsible for organising health and nutrition education classes to mothers too. A major activity of every balawadi is providing noon meals to the children. Hence details related to this aspect were collected from all the balawadis surveyed. In all the balawadis surveyed noon meals were provided with UNICEF assistance. Noon meal is an essential item in the balawadi in which the children were expected to meet atleast

30

30 per cent of their daily nutritional requirements.

Details regarding the preparation of meals obtained, found that all the balawadi teachers were aware of the importance of cooking meals properly without nutrient loss and they had adopted better methods of cooking to conserve nutrients in the noon meals. Common items included in the noon meals were rice and green gram, supplemented with vegetables or green leafy vegetables occasionally.

Teaching proper eating habits and personal hygiene is one of the most important functions of preprimary education. It was found from the survey that 71 per cent of the balawadi teachers had attempted to inculcate good food habits in children by the inclusion of green leafy vegetables in the noon meals. All the balawadi teachers emphasised the need for keeping personal hygiene among children. Among balawadi teachers, 34.29 per cent insisted the children to wash their hands before and after meals everyday while in 40 per cent of the balawadis, assistants and helper were responsible for this work. In the remaining 25.70 per cent of the balawadis, the children were doing this without any supervision.

Children need clean and good drinking water during the day time. The water should be properly protected against dirt and should be kept away from the animals. As per the

instructions of Central Social Welfare Board (1972) it is suggested that if running water is not available, a well should be dug in the balawadi premises. Details collected on these lines are presented in Table 6.

Table 6. Facilities for providing safe drinking water in the balawadi

Details	No. of Balawadis	Percentage
Pipe water supply	0	0
Well constructed	4	11.43
Water facilities not available	31	88.57

As revealed in the Table 6, 88.57 per cent of the balawadis did not have a separate water facilities in the balawadi premises, but still the teachers were providing safe drinking water to the children. In all the balawadis, water was kept. This was collected from the wells available in the adjacent compounds. The helper or assistant was responsible for this work. They were also directed to change water daily and to wash the vessels before collecting fresh water. This shows the teachers' sincerity in the proper functioning of their balawadis. It was found that in two balawadis, vessels were provided to collect and keep drinking water in the balawadi by the UNICEF. In other balawadis where these vessels were not given the teachers took great pain to

buy mud pots by spending the money from their pocket. In all the balawadis surveyed there were teachers and helpers. General complain of these field workers regarding the functioning of the balawadis were that their pay was inadequate for the service they render to this society. They were dissatisfied with the authorities and were also found to be unionised.

In all the balawadis surveyed teachers and assistants maintained a cordial relationship and they were going around with pleasant temperament. All these field functionaries were found to be quite healthy, active, sociable and willing to do hard work. The assistants employed were expected to bring the children to the balawadi till such time as they formed the habit of reasonable regularity in attendance and to look after the physical needs of the children such as washing, bathing, use of lavatory, dressing etc. The assistants were also entrusted with the job of preparing midday meals according to the instruction of the balawadi teacher. They were responsible to keep the premises clean and tidy, to arrange water supply and to help the balawadi teacher in conducting various activities. During the visit to these balawadis it was observed that the premises of the balawadis were generally kept neat and tidy by the teachers and assistants. The reason for keeping the premises clean as stated by the balawadi teachers were to prevent the growth of flies and thus check the spreading of contagious diseases. All the teachers were fully aware of the hazards that could be

caused by diseases like diarrhoea and measles.

By establishing a kitchen garden in the premises of the balawadi, it is expected to improve the nutritional status of the children by increasing the consumption of supplementary foods such as leafy vegetables and fruits. Hence an enquiry was made to find out the utilization of premises of the balawadis by the teachers.

Only 11 per cent of the balawadi teachers had shown initiative to utilise the premises of the balawadi by raising a kitchen garden around while the remaining teachers reported that they did not have adequate space around the balawadi for raising a garden. Major problems faced by the balawadi teachers who had shown some initiative to start a garden was short of funds. Financial help was not extended to any balawadis for raising gardens.

It was found that vegetables grown around those four balawadis were bringal, green chillies, ladies finger and drumstic leaves. The products of the garden were reported to be used for noon meal preparation in the concerned balawadi.

But all the balawadi teachers were fully aware of the significance of inclusion of vegetables green leafy vegetables and fruits in the diets of the pre-school children. Hence such food articles were purchased from the local market

by these teachers. It is discouraging to note that attempts were not made to raise a flower garden or vegetable garden or a shed for keeping pets. The reasons given by all the balawadi teachers were financial stringency.

To provide adequate toilet facilities for the children 48.57 per cent balawadis surveyed had toilet facilities. ESP type and slabs were used for latrines constructed with UNICEF support. In the remaining balawadis such facilities were not available. In such cases, the premises of the balawadis were reported to be used by the children. Use of a sanitary latrine inculcates good sanitary habits in children at an early age. Balawadi teachers (37.15 per cent) pointed out that the balawadi children were using the latrines properly. But another 37.15 per cent of the balawadi teachers reluctantly reported that all their children were not using the latrines properly. A few children who refused to use the latrines were from the houses having no latrines.

In a balawadi health, nutrition, education, recreation and social welfare of a child is to be ensured. This can be attained by keeping regular records of physical growth of the children. Growth monitoring is advocated and used as a pivotal activity to maintain children on the path of normal growth and development and to recognise early growth faltering while there is agreement on the usefulness of the maintenance of a

88

growth chart, the feasibility of the programme has raised doubts. In the present study it was found that all the teachers were provided with growth charts for recording the heights and weights of children. All the balawadi teachers were knowledgeable but not motivated. Probably this must be the reason for such faults. Balawadis (85.72 per cent) do not have adequate amenities for monitoring such records. Only in 14.28 per cent balawadis facilities like weighing machines were provided. The programme can succeed only if the basic ingredients and tools are available.

However, 28.57 per cent balawadi teachers were reported to be in the habit of regularly recording the weights of the children. It is very encouraging to note that 14.28 per cent balawadi teachers took pain to borrow the weighing machines from the nearby balawadis and kept the growth monitoring chart of the children upto date. All the balawadis did not possess equipment like infantometer for measuring heights of the children and they used the ordinary tape for this purpose.

One of the job responsibilities of the balawadi teacher is to weigh all children every month.

Table 7 shows the details of the frequency of recording the growth charts annually in the balawadis studied.

Table 7. Frequency of recording the growth chart

Frequency	No. stated	Percentage
Once in a month	3	8.57
Once in six months	16	45.71
Never measured	16	45.71

Table 7 reveals that only 8.57 per cent of the balawadi teachers were paying due attention to record the growth charts of the children monthly, while 45.71 per cent of the teachers were taking the measurements only in six months and the remaining 46 per cent were not keeping these records at all.

Enquiry regarding the visits of auxilliary nurse, midwife or doctor to the balawadi reveals that such facilities were available only to very few balawadis. As per the reports of the teachers the health personnel never visisted the balawadis (51.43 per cent) and the remaining balawadi teachers said that the health personnel visisted their balawadis occasionally. Reasons given by the teachers were that their balawadis were situated in remote areas and away from motora-ble roads. However, the balawadi teachers were found to function as link between the balawadi and primary health centres or any other agency working for the welfare of the children in the area.

The balawadi teachers were also directed to set up 'Nutrition Forum' in their balawadis in order to involve the

method of working of the balawadi. The nutrition forum in every balawadi was headed by a 'Chair person' who was a senior woman of the locality. The balawadi teacher functioned as a convenor of the forum. Meetings of the nutrition forum were conducted every month during which the problems of the balawadi were discussed. During these meetings, health and nutrition education classes were also conducted. Apart from the mothers of balawadi children, other women from the surrounding area were also persuaded to attend the meetings of the nutrition forum.

It is found from the survey that all the balawadi teachers were able to set up "Nutrition Forums". Seventeen per cent of the balawadi teachers had organised nutrition forum in the year 1982, when they joined service while the remaining balawadi teachers set up forums only in the year 1986. While 14.28 per cent of the balawadi teachers took more than one year to establish a forum in their centres.

Table 8 shows the strength of members in the nutrition forums of the balawadis under study.

Table 8. Member strength of the Nutrition Forums organised in the balawadis

Strength of Nutrition forum	Number	Percentage
10-20 members	12	34.29
21-30 members	15	42.87
31-40 members	7	20.00
41-50 members	1	2.85

The table reveals that 65.72 per cent of nutrition forums were having more than 21 members who attended the activities of the forum very regularly. In few nutrition forums (34.29 per cent) there were only 10-20 members since many of the others of the children attending the balawadi were working outside their home they found it extremely difficult to attend the meeting regularly and it is interesting to note that one forum was having more than 50 members.

The members were expected to meet once in a month to exchange their views on child rearing practices and the immunisation programme mainly.

The balawadi teachers and convenor of the nutrition forums were expected to conduct the meetings regularly. An enquiry reporting this aspect revealed that 94.29 per cent of the balawadi teachers were able to conduct the meetings without any financial support while 5.71 per cent of the balawadi teachers failed to persuade the members to contribute for the functioning of their own forum. However, all the balawadi teachers were able to conduct more than 4 education programmes in their centres. Annual nutrition camps of one day duration were organised in each balawadi under the auspices of nutrition forums with UNICEF financial assistance. The balawadi teachers (91.43 per cent) were of opinion that the amount allotted was not enough to meet the

expenses. They report that they collected the additional amount from members themselves. The programmes conducted in these nutrition forums were as detailed in Table 9.

Table 9. Details of the programmes conducted in the nutrition forums.

Programmes	No. of nutrition forums in which the programme takes place	Percentage
1. Monthly meeting	33	94.29
2. Special education classes	35	100
3. Annual nutrition camp	35	100

Child Development Project Officers, health personnel were used to take classes on nutrition, health and sanitation, immunisation, maternal and post natal care, advantage of breast feeding, worm trouble and better methods of cooking.

Classes regularly taken for the members of the nutrition forums are detailed in Table 10.

Table 10. Details of classes taken for the members of nutrition forums.

<u>Sl.No.</u>	<u>List of Classes</u>
1.	Food and Nutrition
2.	Environmental sanitation
3.	Importance of breast feeding
4.	Worm trouble
5.	Maternal and post natal care
6.	How to prepare vegetables without loss of nutrients
7.	Child care
8.	Vitamin A deficiency
9.	Importance of Hay box
10.	Diets of Babies.

Subject Matter Specialists involved in the implementation of various education programmes in these forums were instructional staff of the College of Rural Home Science of Kerala Agricultural University and Medical Colleges of Trivandrum and Alleppey.

Demonstration classes on weaning foods were also occasionally conducted for the benefit of nutrition forum members by 100 per cent of balawadi teachers. All the balawadi teachers surveyed were of the view that without financial support such programmes were not able to conduct.

SUMMARY AND CONCLUSION

In this study entitled the Performance of Balawadi teachers under SMTD programme, the investigator seeks to find out the basic amenities available to the Balawadi teachers for fulfilling their job responsibilities.

The main findings of the study are:

(1) the scrutiny of the availability of basic amenities in the balawadi such as building, furniture, play equipment, kitchen facilities and drinking water facilities revealed that the absence or inadequacy of these amenities are the major obstacles in running the balawadis efficiency.

(2) the balawadi teachers were found to take initiative in conducting meetings at nutrition forums regularly and financial strategy is the major obstacle in the effective functioning of the nutrition forums.

(3) lack of exposure to recent development in the field of nutrition and health is found to be another obstacle for the conduct of activities under these forums.

BIBLIOGRAPHY

- Arnold, A. (1971). "Teaching your child to learn" U.S.A., England cliffs, N.J. Prentice Hall Inc. p.156.
- Bajpai, S.R. (1974). "Methods of social survey and Research" Kanpur; Kitabghar, pp.88, 207.
- Best, B.L. (1963). Research in Education, New Delhi: Printice Hall of India Ltd. pp 186, 189.
- Bosley, B. (1976). Nutrition Education, W.H.O. Geneva, p.9
- Buckle, D. (1960). Child Guidance Centres; Geneva; Das Publishing House. pp.132, 246, 297.
- Catherine, (1972). The Growth and Development of Children, London; Longman Group Ltd. p.48
- Central Social Welfare Board . (1965). "Organization of a Rural Balawadi".
- Central Social Welfare Board. (1972). "Organization of a Rural Balawadi".
- Chittamma Rao, K.(1980). "Social and Cultural Factors; Strategies in Agriculture sector for Nutritional goals (July 21-22) at the National Institute of Nutrition, Hyderabad and Nutrition Educator, Communication, Materials, Media and Agencies at the College of Home Science, Andhra Pradesh, Agricultural University, Hyderabad, p.43.
- Chowdhry, (1964). "Child Care and Education", Social Welfare, Vol. XVI No.3. March, pp.29,31.
- Chowdhry, P. (1966). " A Hand book of Social Welfare, New Delhi; Atma Ram and Sons, p.8.
- Chowdhry, P. (1963). "Child Welfare Manual, New Delhi; Atma Ram and Sons, pp.19-33.
- Dakshayani Amma,(1973). 'Balwadi', Trivandrum; Kerala State Council for Child Welfare Publishers, pp. 1-56.

- Dakshayani, R. (1970). "The influence of Nursery school Experience on Subsequent Development of Children". Journal of Home Science, Vol.4. April pp.37-40.
- Dorothy, M. (1965). "The role of the teacher in the Infant and Nursery Schools" London; Rao and Co. Ltd. p.136.
- Forest, I. (1949). "Early years at School". New York; McGraw Hill Book Company Inc. pp 94,118.
- Foster, J. (1956). "Education in the Kinter garden", New Delhi; Mincinco Company Inc. pp.221, 352.
- Fuller, P. (1979). "Children", Social Welfare, Vol.XXV. No.14, April, pp.52,61.
- Gardner, (1956). "The Education of Young Children", London:Mathuen and Co. Ltd., p.256.
- Gassel, A. (1954). "The First Five Years of Life", London:Mathuen and Co., pp.13,65,109.
- George, C. (1976). "The Concept of Nursery School Education", The Hindu, October 5, p.3.
- Guha, M. (1966). "An Ideal Nursery School Building". The Young Child, New Delhi; National Council of Educational Research and Training, pp 1-5.
- Guruji, (1979). "Young Children", Lokkalyan, Govt. of India, Department of Social Welfare; Vol.11, No.1, January, pp 8,11.
- Jamuna, J. (1971). "Balwadi teachers", Social Welfare Vol. xviii, No.8, November, pp 21-28.
- Jellifee, D.B. (1968). 'Infant in the subtropics and tropics Geneva, W.H.O. p.348.
- John, G. (1961). "The Care of Children", London. J and A Churchil Ltd., p.427.
- Kumaria, R. (1969). "The Indian Child in Home and School", Delhi; University publishers, pp 252-293
- Malani, I. (1973). "Emotional and Cognitive Development", Report of the Seminar on pre-school child, New Delhi; Indian Council for Child Welfare, pp.105,106.

- Mary, K. (1962). How to Help Your Child at School : London; Odhoms Press Ltd. pp.46,49.
- May, C., Frank, T.(1972). "Balawadi curriculum", Yojana, Vol.XXVI, No.11, pp.52,55.
- Mollon, C. (1979). "Education Through Experience in the Infant School Years, Social Welfare, Vol. XXV No.12, March, pp.42,46.
- Moore, S.B. (1957). "Teaching in the Nursery School", New York; Phyllis Richard's Ltd., pp. 4,53,76.
- Muraleedharan, R.(1980). 'Pre-school Education". Profile of the child in India, Policies and Programmes, Ministry of Social Welfare, Government of India, New Delhi. p.6.
- Pushpalalitha, B.(1968). "Balawadi takes care of your Child". Home Science published by Directorate of Extension, Ministry of Food, Agriculture, Community Development and Co-operation, New Delhi. Vol.6 No.8 p.4.
- Rao, T. (1979). "The Infant School and Surroundings", Social Welfare, Vol.XXV. No.18, May, pp3,11,186, 189.
- Rao, P.T. (1975) "A Hand book of Child Care", New York, Orient Paper Backs, pp.166, 169.
- Rao, K.H. (1967). "The Nursery School", Calcutta; Oxford and IBH Publishing Co., pp.1,3,44,307.
- Ramje, C., Goyal, K.(1973). "An Ideal Infant School Building", Social Welfare, Vol.XXVII, No.1,January, pp 11,18,24, 56.
- Ramakrishna, R. (1985). A study of Professional attitude to teachers in relation to their teaching behaviour". Journal of Educational Research and Extension, Published by Sri Ramakrishna Vidyaleya, College of Education, Coimbatore District, Tamil Nadu, India, Vol.21 No.3. p.165.
- Robert, L. (1969). "Encyclopedia of Educational Research", London, Mac Millan Co. pp.352,421,426, 434.

- Sheehan, R. (1976). "The Open Space Just Empty Space", The Education Digest, Pakken Publication Inc., Vol.XI. February, pp.48,50.
- Swaminathan, M. (1972) "Towards a National Policy for Children" Proceedings of the National Seminar on Integrated Approach to the Pre-School Child, New Delhi: World Science, News Press, 1972, pp. 3,5.
- Swift, K. (1972). "Guiding The Normal Child", Social Welfare, Vol.XVI. No.12, March. pp.3,8,13.
- Vijayalakshmi, K. (1968). "Sure, they need help on health habits" Home Science published by Directorate of Extension, Ministry of Food, Agriculture, Community Development and Co-operation, New Delhi. Vol.6 No.8,p.14.
- Todd, V.E. (1970) "The years Before School, U.S.A., the Mac Millan Co. pp.4,5,18.
- Wadhava, S. (1978). "Importance of Pre-school Education", Home Science published by Directorate of Extension, Ministry of Agriculture and Information, New Delhi, Vol.16, No.1, pp 3-24.
- William, C. (1956). "Qualified Teachers", NEA Journal Vol.4, December pp 45,49.
- Ghu, B. (1966)** **"Pre-school Education in Fourth Five Year Plan programme of the Central Social Welfare " Report of the Annual Conference held in Delhi from 17th to 19th December 1966-67, p.14-17.**
- CARE, Kerala (1975)** **Project proposal Integrated Child Development Programme Balawadi Construction, August.**

APPENDIX I

KERALA AGRICULTURAL UNIVERSITY
COLLEGE FOR RURAL HOME SCIENCE, VELLAYANI

Questionnaire to evaluate the functioning of Balwadi teachers working in the SMTD Units of Kayamkulam Municipality.

A. Details about Balwadi teacher

1. Name :
2. Educational qualification :
3. Age :
4. Address :

B. Physical facilities of the Balwadi building

1. Is the Balwadi building constructed according to Govt. approved plan?

Yes

No

2. Is the Balwadi functioning under any organization?

Yes

No

3. Yes, Please write the name of organization.

4. How many rooms are there in the existing balwadi?

One room / two rooms / three rooms

5. Is the existing room in the balwadi sufficient for smooth functioning

Sufficient / not sufficient

6. If not, what actions have been taken to improve the convenient of the balwadi.

7. Is there adequate ventilation in the class room

Yes

No

C. Arrangements in the Balwadi

1. How many children are studying in your balwadi

10-20	21-30	31-40
-------	-------	-------

2. Is there adequate seating facilities in the Class room for the children.

Adequate facilities	Inadequate facilities	Minimum facilities	No facilities at all
---------------------	-----------------------	--------------------	----------------------

3. Whether there is seating arrangements for the balwadi children?

Yes No

4. If yes, What arrangements

Bench	Mat	Chair
-------	-----	-------

5. Is the class room arranged properly

Yes No

6. Do you have bench or chair for all the children?

Yes No

D. Balwadi Kitchen and other facilities

1. Do you have separate store room for storing things belonging to the balwadi?

Yes No

2. Do you have separate kitchen for preparing foods?

Yes No

3. Do you have facilities to prevent the entrance of smoke into class room

Yes No

4. If yes what facilities have been made to prevent the smoke into class room

Yes No

5. What type of chula is provided?

E. Equipment in the balwadi

1. Do you have financial help for purchasing equipment for the balwadi from any source

Yes

No

2. If yes, from where? furnish full details.

3. Do you have educational aids for teaching balwadi children?

Yes

No

4. If yes, please furnish details.

F. Facilities for play in the balwadi

1. Do you have play materials

Yes

No

2. If yes furnish full details?

3. Do you allow children to play.

Yes

No

4. The place where you allow the children to play

Class room / Verandha / Outside

5. At what time you allow the children to play?

From 10 a.m to 11 a.m / 11 a .m - 12 noon / 12 to 1.00 p.m.

1 p.m. to 2 p.m / 2 p.m to 3 p.m / 3 p.m - 4 p. m.

6. Furnish full details regarding the toys you have in the balwadi?

7. Do you think that the children are benefitted by this activity?

8. If yes, in what way?

Physically / Psychologically / in no way

G. Facilities for retiring in the balwadi

1. Do the children have facilities to sleep at room in the balwadi?

Yes

No

2. If not what is the reason?
Explain.

H. Noon Meal facilities

1. Are the children given noon meal?

Yes

No

2. Is it included under nutritious food distribution scheme?

Yes

No

3. What nutritious foods are distributed?
Furnish full details.

4. How are their foods cooked in the balwadi?

Without nutrient loss | with nutrient loss

5. Do you make the child wash their hands and face before feeding?

Yes

No

Seldom

6. Do you make the children wash their mouth and hands after feeding?

Yes

No

7. Who helps to wash the children?

Balwadi teacher / Aya / Children are trained for that

8. Do you include leafy vegetables and vegetables in the meals in the balwadi?

Yes

No

I. Waterfacilities in the balwadi

1. Do you have safe water facilities in the balwadi?

Yes

No

2. Do you have a well in the balwadi?

Yes

No

3. Do you keep drinking water in the balwadi?

Yes

No

4. Do you have vessel for keeping drinking water?

Yes

No

J. Details about the Balwadi staff

1. Do you have Aya in the balwadi?

Yes

No

2. If yes, what is the salary paid?

3. What is the salary paid to the balwadi teacher?

4. Are you satisfied with the present salary?

Yes

No

5. If no what actions are taken for raising the salary?

K. Balwadi surroundings

1. Do you clean the surroundings of the balwadi?

Yes

No

Seldom

2. If you do not clean what will be the outcome?

Please explain.

3. Is there a kitchen garden in the balwadi?

Yes

No

4. If yes, What are the vegetable cultivated?

5. Have you received any financial aid to raise the kitchen gardens?

Yes

No

6. What is the benefit get by including the vegetable in one food?

getting nutrients / Not getting nutrients

7. Are you using the kitchen garden products in the noon meal of the children?

Yes

No

8. If no, what will you do with the products? Explain.

9. Do you have attached toilet in the balwadi?

Yes

No

10. If yes, what type of latrine?

From where did you get financial help for installing the same ? Explain -

11. Are all the children making use of this latrine?

Yes

No

Some children are using

M. Health condition of the Balwadi children

1. Have you got a weighing machine to take the weight of the children every month.

Yes

No

2. Are you noting the weight of the children regularly?

Yes

No

3. Have you got the infantometer to measure the height of the children?

Yes

No

4. How many times do you measure the height in an year?

Once in a month / Once in six months / never measured.

5. Have you got the growth chart used to the health condition of the children?

Yes

No



6. Do you make the entries in the growth chart regularly?

Yes

No

7. Do you immunise the children regularly?

Immunising regularly / Not doing / Seldom done

8. Do the balwadi teacher face any difficulties in noting the health condition?

Yes

No

9. If yes, please explain.

B

N. Nutrition Forum attached to the Balwadi

1. Year in which the nutrition forum established.

2. Number of members :

3. Do you conduct the classes without the help of outsiders?

Conducted / Not being conducted / Not at all conducted

4. If conducted number of classes conducted in an year?

One class / 2 classes / 3(three)classes / 4 classes

5. How many mothers participated in a class ?

20 to 30 / 31 to 40 / 41 to 50 / within 50

6. What are the subjects discussed in the class? Explain.

7. Who conducts the class? Please furnish full details.

8. Do you conduct cooking classes?

Yes

No

Seldom conducted

9. If yes, please list down the cooking classes conducted.

10. Have you got any financial help from the Government to conduct the nutrition classes?

Yes

No

11. If yes, furnish the following details?

Rs.100 to Rs.200

|

Rs.200 to Rs.300

12. Is it possible to meet the expenses of the class within the financial help from the Government?

Possible | Impossible

13. If not possible, how the remaining amount is collected?

By collection

|

By collection from the Balwadi children |

By collection from the Mahila Samajam members.

14. Do you give food to the mothers who participate in the class?

Yes

No

15. Do you hold meetings for the mothers of the balwadi children?

Yes

No

16. If not conducted please give the reason for ?

17. If conducted mode of teaching adopted ?

Only classes | Only discussions | Class + discussion

Explaining the leaflets | Conducting cooking classes

18. If any other method followed please explain?

19. How many mothers participate in the meeting?

10 - 20

|

21-30

|

31-40

|

41-50

|

above 50

20. Is the number of mothers increasing after each meeting?

Yes

No

Not reducing

21. Do you face any difficulties in conducting nutrition classes?

Yes

No

22. If yes, Please explain.

23. Do you visit the mother's houses after conducting nutrition camps & classes?

Yes

No

0. For effecting functioning of Balwadi.

1. Did you face any problem in the functioning of balwadi?

Yes

No

2. If yes, what all steps you have taken to solve the problem? please explain.

3. Do you have job satisfaction as balwadi teacher?

Yes

No

4. What all help you need from the College of Rural Home Science, Vellayani to solve the present problems? Explain.

P. Details of the training obtained by the Balwadi teachers.

1. Is the balwadi teacher trained?

Yes

No

2. If trained give the details

Type of training	Agency offered training	Duration	Medium of training
------------------	-------------------------	----------	--------------------

3. If not trained give the reason-

4. Duration of training - short or long?

Short

long

5. If short, how many months of training do you required?
6. Is the training classes simple, effective and satisfying?

Yes

No

7. What all subjects taught in the training classes?

8. Name of the subjects which is not taught in the training.

9. Was the training facilities satisfactory?

Satisfactory/ Unsatisfactory/ Not at all satisfactory

10. Do you get time for completing the work assigned to you during the training period?

Yes

No

Not at all

11. Do you get any financial help during the training period ?

Yes

No

12. If yes, how many rupees you get?

Rs.50

Rs.75/-

Rs.100/-

13. Did you put into practice the training you received?

Yes

No

Could not practice

14. Do you need more training ?

Yes

No

15. If yes, how many months? In what way? Please explain.

16. Which training is the most effective one among the trainings you have received?