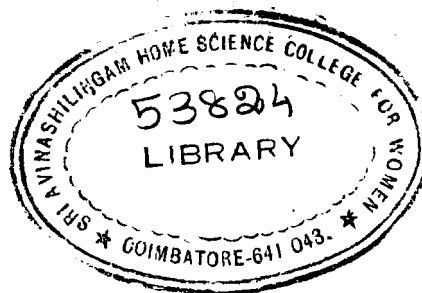


**STUDY OF THE CROOKS IN GOIMBATORE CITY**

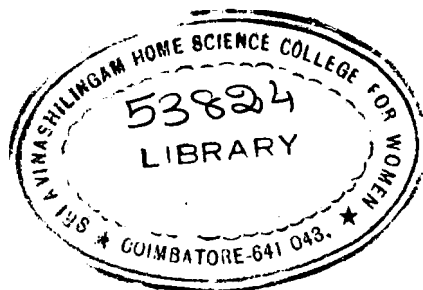
By  
**JANAKI, P.**



**A Thesis Submitted to The University of Madras  
In Partial Fulfillment of The Requirements  
For The Degree of Master of Science,  
May - 1980.**

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## INTRODUCTION

Every child is to a certain extent, a genius and every genius is to a certain extent, a child. The early childhood years are extremely impressionable and formative. Hence a suitable environment, has to be provided which will lead to the development of a sound future, (Shah, 1976). The first six years of life is the most vulnerable period. Medical evidence has shown that if health and nutrition are neglected the learning capacity is likely to be impaired even when its conventional intelligence is within normal range. Such neglect can have an effect which lasts throughout life and cannot always be removed by subsequent remedial measures. So adequate care is needed for the children during the infant and early childhood years, (Mina Swaminathan, 1972). Also at this stage if proper guidance is not provided then there are less chances for good foundation of discipline, (Shah, 1976).

The development of human personality rests on the sound formation of the mental, physical and intellectual capacity built during the pre-school age, (Jore, 1972., Yaku, 1973). Mukarji, (1970), points out that early childhood years are the root years for beginning self concepts, intellectual concepts and for development of language and creativity.

The creche is one of the innovative methods of providing service to the children of the working mothers in both the urban and rural areas. In India the concept of creche was part of the concept of Balwadi which provided facilities for children of 0-5- years. Thus balwadies and various other forms of child care services which were evolved during

the last twenty years leading to the Integrated Child Development Services (ICDS) include services like custodial care, socialisation, providing basic services necessary for the growth of the child such as health, nutrition, recreation, etc, in varying degrees, (Chowdhry, P., 1980).

The Asian Regional conference held in Delhi in 1947 adopted a resolution concerning the employment of women and the protection of maternity, reading in part as follows:

Children's creches should be established in expanding numbers so that the infants and children under school age of working women may be looked after under healthy and safe conditions. The creches should be located with due regard to the convenience of mother and child. It should be under the direction and supervision of the competent public authority, which should wherever possible utilise the experience and facilities of existing institutions providing such services. Such services should be staffed by trained and qualified persons whose remuneration and conditions of employment should be such as to secure adequate and suitable personnel, (Davidson, 1969).

The basic needs of the children are nutritious food, comfortable clothing, and a home that offers protection, safety, recognition and appreciation. Apart from this a child also needs constructive and creative activity both physically and mentally. Human beings are basically alike though individuals differ and so do children. Therefore every child must be allowed to grow in his own way, (Chowdhry, 1963). Creches

are necessary to fulfil the basic needs and contribute social security during the early years, (Surrender, 2, 1979).

Creches and day care centres should be provided for the benefit of women workers in the unorganised sector. Contractors and employers should be convinced of the need for such welfare services. The cost of running creches including hiring and of training<sup>of</sup> staff and supervision should be undertaken by local social welfare agencies in order to ensure quality of these services, (National plan of action for International year of the child, 1979).

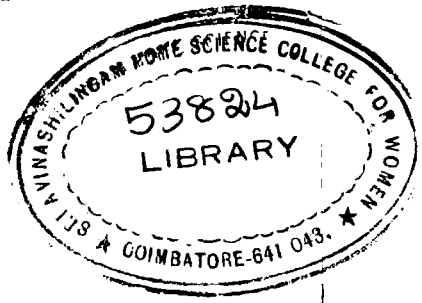
In the low income sector both the husband and wife go out for work, for the purpose of earning for children, leaving their children uncared. The creches prove to be a great help to those neglected children since creches are to meet the needs of children of 0-5 years, all the essential facilities like cradles, toys, milk, fruit and other articles of nourishment are to be provided for children. The unclean children are washed, combed and dressed. Their health needs and all basic needs are looked after, (Fara Chaud, 1971). So creches are the best place to safeguard the children. The majority of daycare centres are to be found in large cities where there are increasing number of working women and where the pressures of urban living make it almost impossible for a family to provide for all developmental needs of their child. The dangerous city streets, lack of play space both indoors and out, the high rise elevator buildings act to deprive the young child of the vigorous body activity he needs and to restrict him in his desire to explore his environment and

to seek the companionship of other children of his age, So there is a need to organise more creches in urban as well as in rural areas. (Boguslawski, 1973).

According to Chowdhry, (1980)., every child must be allowed to grow in his own way but in todays situation we see that more of mothers especially with low economic group fail to help them and give protection and care for the neglected children, and hence more creches should be established.

Millions of working women in India today need arrangements for the care of their children while they are at work. The vast majority of such women are in agriculture, plantations, constructions, industries and domestic services. They work because they have to and their need is great. In cities because of lack of accomodation and often the break up of large families there is no one to care for the babies while the mothers are at work, Often older children especially the girls are deprived of the chance of schooling because they have to mind the babies. For such women creches are an essential to look after the children when they are away, (I.A.P.S. Newsletter, 1975).

In today's situation there are not as many creches as the need is and more creches are newly being started. Hence this study was taken up with the objective to evaluate the creches in coimbatore city so that, improvements can be made in the running of the creches and thereby meet the welfare needs of children.



## REVIEW OF LITERATURE

The related literature is reviewed under the following headings.

1. Objectives of the creche
2. Organisational characteristics
3. Programs of creche.

### 1. Objectives of the creche

A creche may be defined as an institution for healthy children who cannot be in their homes during a substantial part of the day, (United Nations report, 1956). A creche is generally maintained for convenience of working parents and is often in the charge of persons who have had little or no training in child development and guidance, (R.P. Devadas, 1964).

The basic principle of day care centre is to provide an adequate supplement to family care, so special attention has to be paid to the health and development of the children the composition and the training of the staff and the maintenance of premises and equipment of the centres, (Dogra, N., 1964).

Creches operate for looking after the children upto 3 years of age while the parents in the neighbouring colonies remain away for work from early morning till late in the afternoon. Such care is better than that of an ignorant or careless neighbour or of an older child in whose charge the children might otherwise be left (Robert, A., and Lyon et al, 1954).

A number of studies reveal that the specific goals of creches and kindergartens are to develop cognitive competences with infants and toddlers,

(Goldwel & Richmond 1968., Fowler, 1972., Haith, 1972., Robinson and Robinson, 1971).

So a good creche has not only to provide for a clear and healthy environment, It has also to look after their feeding and physical care. It has also to provide for intellectual stimulation, verbal, interaction with adult and it has to cater carefully to the intellectual, social and emotional needs of the children in order to support their harmonious and proper development, (I.A.F.S. Newsletter, 1975).

Creches should include specifications about the kind of building the amount of indoor and outdoor space, fencing for the outdoor play area, and staff pupil ratio, provision of nutritious meals and health and safety regulations, (Rowe and Huby, 1975).

In a creche there should be more stimulating sensory environment. Indoor and outdoor play space that is larger and more fully developed than a home might provide opportunities for peer interaction that would foster social co-operation and language skills. Parent interaction with day care staff serve to improve present skills or introduce new resources in the home environment, (Newman et al., 1975).

A good daycare service should be guided by three basic principles. First, Developmental approach is essential to understand and plan for children. Second human relationship plays a central role in determining the success of the programs, Thirdly separation is a stress for both children, parents which an effective programs must alliviate as much as possible, (Desobka, A/)

The pre-requisites of a good creche are clear physical setup, sufficient open space, stimulating and colourful toys, educational aids, availability of medical facilities, and sufficient free medicines and immunisation, (Saroj Verma, 1979).

## 2. Organisational characteristics

Organisational characteristics typically are so closely interrelated. Centres may differ according to size, sponsorship, and growing practices. All essential factors of any good educational programme such as peers, teachers, equipments, curriculum are equally essential for a good day care, (Saroj Verma, 1979).

Centres with fewer than thirty children were considered to be small and centres with thirtysone to sixty children as medium and those with more than sixty were classified as large.

Differences in lessons taught by size of centre were more marked. Medium size centres rated highest for lessons taught in consideration. Large and small centres had some what similar patterns.

The programme format differed, medium sized centres used all formats with almost equal frequency and were more likely than others. Other centres had a free choice format. No small centres had children basically grouped and nearly half of these centres were found to have no age grouping. Large centres presented the opposite picture. Medium size had some grouping, (Prescott and Jones, 1972).

Chopman and Lesar, (1971), Lacrosse, (1970), evaluated the effects of day care on children but they had not focused on the possible differences in the environment provided by day care in comparison to a good home. Perhaps one reason for ignoring this aspect was because home often has been considered essentially synonymous to mother-child bond.

Evaluation of creches by Prescott and Jones, (1971), showed that fifty centres in Los Angeles county were compared for size, quality, organization, equipment and space. Centres that had larger enrolments had more resources, better physical conditions, more highly trained staff. Children in large centres were likely to be segregated by age and had few opportunities to interact with children of other age groups. In the smaller centres there was more emphasis on fun, creativity and social interaction. Both children and teachers in the smaller centres were enthusiastic and interested. The teachers were rated as more sensitive to the children's need. Thus the advantages in space, equipment and staff training of the small centres appeared to be balanced by a more intimate positive social atmosphere.

Programme formats appeared to be influenced by sponsorship. Some offered only day care for five days in a week. The type of service offered had a slight relation to size but considerable relation to sponsorship. As the size of the centre increased the frequency with which other services were offered appeared to increase.

Centres which offered only day care have used free choice programme formats. In contrast centres which offered combined services were not found to use a free choice format. Grouping practices varied by sponsorship. Both proprietary and non proprietary centres used all forms of grouping practices, but no public centre was encountered in which children were ungrouped.

Several significant differences besides size and sponsorship appeared related to grouping practice. Teaching differed most frequently in centres which were essentially ungrouped. Also ungrouped centres more often had crowded settings.

Amount of authority differed primarily by sponsorship. Directors of proprietary centres clearly had the greatest amount of authority. Centres under all forms of sponsorship served parents of moderately low socio economic status. Parents in the higher status could select a centre which also offered nursery school, where as in lower status, they often placed their children only in day care services.

There were significant differences in the development of physical skills. Large muscle skills were more often encouraged in centres serving children from the lowest socio economic status, while eye-hand co-ordination was markedly higher in centres serving children of college educated parents, (Prescott, E., Jones, E., (1972).

#### Location and physical set up

The centre should usually be located in the neighbourhood of the

children's homes. The site for a day-care centre should be close to the mother's place of work. This may enable her to keep better contact with the child particularly to breast feed it. Centre should have its own playground, if it is not possible they should have a garden or field where they can spend their time for outdoor. In order to avoid accidents it should be located away from the busy road. Good sleeping facilities are important for good health. Isolation rooms for cases of sudden infectious illness should not have direct communication with the premises for healthy children. The sanitation arrangements of the centre must be adequate and maintained in good condition with a sufficient number of wash basins and toilets of proper height for children. Special attention must be paid to the hygiene of the room set aside for the preparation of formulas for infants, (Davidson, 1964).

Creches should not be in close proximity to any part of a factory where fume, dust, bad odours, and moist exist. The building of the creche should be made of heat resistant materials. The building should be periodically inspected in order to see its conditions, (Chowdhry, 1963).

All mothers who have the need or desire to work should be able to place their children in high quality day care of their choice. It should work closely with the parent and the home in planning for the needs of each child as an individual. The physical facility should be conveniently located and designed to provide a rich and safe learning environment.

The director and teachers should be professionally trained and adequately paid. The programme in a centre should be designed to provide individual care. Daycare should be licensed by regulatory agencies which can provide careful and skilled supervision over each facility, (League, 1957., Anon, 1962 Marran, 1965).

#### 4. Programme of Crèche

In planning programme for the development of the infants and children a number of different elements have to be taken into consideration, like location, needs of children, type of programme, agency to which the programme is entrusted, qualifications of the staff available, the community participation and a total financial resources available. The institutions are expected to operate for four hours or half a day. If the home conditions are not adequate for the proper care of the young child full day centres are suggested, (Pushpa, N., 1962).

Adult child ratio suggested was one trained worker and one helper for a group of thirty children, the programme should offer, Nutritious food care medical assistance. The programme should include atleast one full meal and one supplementary meal along with regular health care, rest, recreation and one some education besides substitution for home care. In addition the teacher would receive support in the areas of parents and community contact and health care from part time workers. The crèche has also to be supervised by a qualified social worker, (Swaminathan

et al., 1972).

The programme must be planned in detail with regard to the children's need at different ages and stages of day. It should be based on alternating periods of free motor activity and organised play, interrupted by meals and rest periods, sleep in adequate amounts, quiet occupations, listening to the stories singing or the children's individual hobbies. Sufficient facilities should be available for children to exercise skills and to play indoors or outdoors alone or in small groups. In this daily routine provision should be made for meeting the individual needs of certain children, (Ojolin, 1964).

There should be a balance of active and quiet play, an opportunity for children to choose what they wish to do rather than all being expected to do the something at the same time with equal results a good ward meal served in a comfortable fashion at noon, and adequate sleeping and toilet facilities, (Good speed et al., 1955).

The integral components of a good teacher are: He must be a resourceful person capable of establishing relationship with young children, (SarojVerma, 1979).

The programme should be planned with regard to the children's needs and ages and stages of development. It should be based on alternating periods of free motor activity and organised play, interrupted by meals and rest periods, sleep in adequate amounts, quiet occupations listening

to stories singing or the children's individual hobbies. Sufficient facilities should be available for children to exercise skills and to take initiative to play indoors or outdoors alone or in small groups. They should also have opportunities for handwork appropriate to their age such as painting, gardening, carpentry etc. Excursions to points of interest in the city should be organized when possible, (Dogra, E, 1969).

The creche programme started with hundred creches in the year 1975-76 and continued during the current year besides these hundred creches forty four out of the demand for two hundred creches were sanctioned by the department of social welfare during the I.C.C.W Jubilee year. These have been set up in the villages selected for the I.C.C.W Rural programme. Now the whole programme is under the Central Social Welfare Board, (I.C.C.W News Bulletin, 1979).

The very popular programme of social welfare advisory Board is running creches for working and ailing mothers. Hundred units are being assisted by the Board in the Union Territory of Delhi, benefitting approximately two thousand five hundred children, (Sunder, S., 1979).

The programme extend beyond the child to the family and encompass healthcare, psychological and social services, and parent participation and policy making. In spite of the diversity in early childhood education. So it is seen that all good programmes strive to meet similar general goals, as:

To foster health and physical development.

To provide for intellectual stimulation.

To promote social awareness.

To promote a positive self concept.

To promote curiosity and creativity.

To promote positive fulfilling family life for all members of the family, (Frost, L., and Klesinger, B., 1976).

### III EXPERIMENTAL PROCEDURES

The procedure of this study includes the following steps.

- A. Selection of creches.
- B. Selection of the method.
- C. Collection of the data.
- D. Analysis of the data.

#### A. Selection of Creches

The following creches: Mathanahalayam Nilam Poochayur, St. Helen's Home Coimbatore, Nirmal Hriday Home for infants and children Pulickal, Sri Paripalana Seva Nilayam Sukur., and Women's Voluntary service creche Mattuppalayam Road., were selected as the sample for the study.

#### B. Selection of the method

The direct personal interview was the method used for the study. This method enables a personal contact of the investigator with the persons from whom the information is to be obtained, (Gupta, 1977). The schedule (Appendix) was formulated so that the interviewer can easily contact the teachers of the creches and get the details from them.

#### C. Collection of data

The investigator got the prior permission from the concerned authorities to see the creches and study them. The investigator personally contacted the teacher or Balasvika and explained the purpose of the study

#### IV. RESULTS AND DISCUSSION

The results of the study are discussed under the following headings.

1. A study of Nandashayar Illam, Poochiyar.
2. A study of Sri Paripalana <sup>seva</sup> Nilayam, Sulur.
3. A study of St. Helen's Home, Coimbatore.
4. A study of Kirmal Kriday Home, Palimulam.
5. A study of Women's Voluntary Service Creche, Coimbatore.

##### 1. A Study of Nandashayar Illam - Poochiyar

Nandashayar Illam is situated in Poochiyar, Perianaickenpalayan Panchayat Union. This Creche is sponsored by Indian Council for Child Welfare. It was started on First August 1978.

##### a) Physical set up

The creche was situated in the centre of the village. It had a small tiled roof building. The building was maintained well. There were only two rooms. One small room was used as kitchen and the other one was used as rest room and teaching room. The small verandah was used for playing.

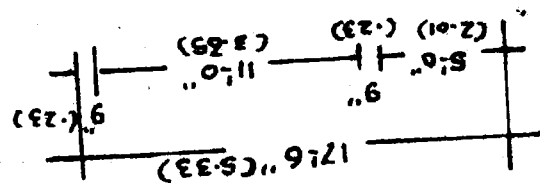
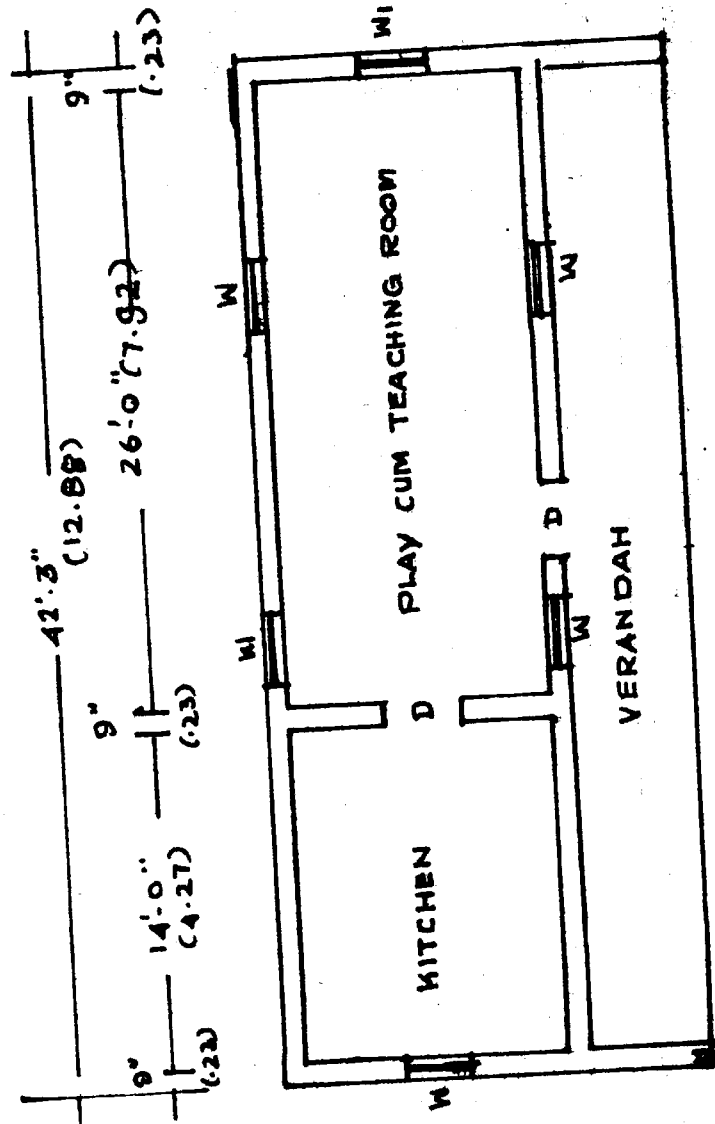
Though the available space was very small they had maintained it well. The measurements of the rooms were as follows (figure I).

NRI

PLAN OF MAZHAZAYAR ILLUM

SCALE: 1" = 8'-0" (2.44M)

SCHEDULED OF JOINERY		
	SET	SQM
D. DOOR	3'-0" X 6'-6"	0.91 X 2.0
W. WINDOW	3'-0" X 4'-0"	0.91 X 1.22
WI. WINDOW	2'-6" X 4'-0"	0.76 X 1.22



Teaching cum Astrogn	= 25' x 11'
Kitchen	= 14' x 11'
Verandha	= 42'3' x 5'

The rooms were well ventilated with six windows. The flooring was good. There was no outdoor area for playing. So to conduct games for children they had take the children to the school which was situated near the creche and conduct group games. The verandha was used for playing with ball and rocking horses.

b) Strength of the creche

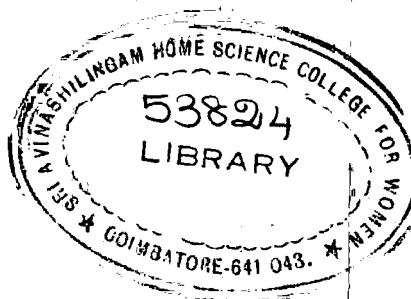
The Creche had a total strength of thirty two children all below four years of age. Six of them were below one year, Ten of them below two years and the rest of the sixteen children were below four years.

c) The Personnel

There were two ayahs to look after the children. Both of them were around forty years. The teacher had studied up to S.S.L.C., and she had also undergone the Balasavika training programme. She was twenty five years old. Among the two ayahs one had studied up to VIII standard, and the other had studied upto V Standard both of them had no training.

d. Curriculum and programme

The programme followed was as follows:-



<u>Activity</u>	<u>Time</u>
Cleaning bathing the children	- 8.00 a.m. - 9.00 A.M.
Prayer	- 9.00 a.m. - 9.15 A.M.
Informal talk	- 9.15 a.m. - 9.30 A.M.
Indoor Activities	- 9.30 a.m. - 10.00 A.M.
Alphabets writing	- 10.00 a.m. - 10.30 A.M.
Outdoor play	- 10.30 a.m. - 10.45 A.M.
Snacks	- 10.45 a.m. - 11.15 A.M.
Indoor play	- 11.15 a.m. - 11.45 A.M.
Music, Story telling	- 11.45 a.m. - 12.00 A.M.
Lunch	- 12.00 a.m. - 1.00 P.M.
Rest	- 1.00 p.m. - 3.00 P.M.
Music	- 3.00 p.m. - 4.00 P.M.
Outdoor play	- 4.00 p.m. - 5.00 P.M.
Departure	- 5.00 p.m. - onwards

### g. Play Equipment

The existing play equipment in the creche is as listed in Table L.

**TABLE I**  
**LIST OF EQUIPMENT**

S.No.	Items	Numbers
1.	<u>Outdoor</u>	
1.	Rocking horse	3
2.	Pair Kollattam sticks (colour)	12 pairs
	<u>Indoor</u>	
3.	Fix-O brick	2 sets
4.	Sets picture blocks	2
5.	Wooden toy assembly set	6
6.	Wooden toys with wheels	6
7.	Alphabet play tray	3
8.	Counting beads	600
9.	Ball cart	1

The equipment is inadequate for outdoor area. For indoor play the materials seemed to be enough. They had enough storage facilities to keep these equipment safe. Equipment available does not include low cost innovative items as Tyre, swing, rope ladder, wooden trolley and lowcost indoor equipment.

2. Non Recurring items

The available non recurring items are listed in Table II.

TABLE II

## NON RECURRING ITEMS

S.No.	Items	Numbers
1.	Cloth Cradles	4
2.	Mats	6
3.	Sewing machine	1
4.	Kitchen rack	1
5.	Aluminium plates	25
6.	Rice plate	2
7.	Tumblers	25
8.	Mug	3
9.	Ladle	1
10.	Basin	1
11.	Masala Dabba	1
12.	Spoons	15
13.	Brass Thavali	1
14.	Bucket	3
15.	Kettle	1
16.	Aluminium deep dabba	3
17.	Stove	1
18.	Combs	15
19.	Mirror	1
20.	Nailletter	1
21.	Hook stand	1
22.	Drum with cover	1
23.	Waxen cloths	6

Kitchen was a small room it was kept clean and equipment arranged neatly. They had adequate kitchen equipment. They had adequate kitchen equipment. They had adequate storage facilities also.

5. Teaching aids

The aids used for teaching were as given in Table III.

**TABIE III**  
**TEACHING AIDS**

Serial No.	Aids	Numbers
1.	Charts	6
2.	Counting beadframes	4
3.	Number Cut outs	2 sets
4.	Tamilalphabet cutouts	2 sets
5.	Album (Creative activity)	1
6.	Alphabet play tray	3
7.	Puppets	12
8.	T.V. aid	1

They had some story charts for story telling. For number and colour concepts they used cutouts and counting beads. For teaching letters they used the wooden cutouts. For formal education the first standard

Tamil medium book and English medium book was used. For story telling they had twelve puppets and one T.V. aid. There was one table and a chair for the teacher. They had one black board, and the children were sitting on the floor.

#### h. Activities given to the children

The given activities to the children are listed below

<u>Activities</u>	<u>FREQUENCY</u>
Drawing	Daily
Music	Daily
Claymodeling	Twice in a week
Collage work	Once in a week
Picture pasting	Twice in a week

Only activities as drawing, music, claymodeling were given frequently. No film show nor field trip were arranged for them, due to lack of facilities. No Science experience was given as the teacher did not know about it.

#### i. Financial Assistance

The I.C.C.W granted funds for running the school, the grant is as follow, Rs. 200 for honorarium Rs. 130 for expenses and Rs. 25 for contingency for twentyfive children. No fees was collected from the children. They did not get <sup>financial</sup> assistance from any <sup>other</sup> agencies such as CARS.

### 1. Feeding Program

The menu pattern was as follows

<u>Time</u>	<u>Items given daily</u>
Midmorning	Murukhs or groundnuts or puffed rice.
Lunch	Uppama/Tomatorice/Vegetablerice/Kacurice.

All the children were fed. For food items they had to spend Rs. three per day. Only lunch and snacks were provided to the children.

### 2. Home School Relationship

This creche did not conduct any parents meetings or education classes. But on every saturday or monday the teacher used visited all the houses and talk with the parents and told them about childcare and importance of nutrition and cleanliness etc. A record was maintained for the home visits done.

### 3. Records

The following records were maintained in the creche.

1. Admission record.
2. Attendance register.
3. Stock register.
4. Health Chart.
5. Height weight record.
6. Home visit record.

### 6. Impact of the training programme attend by the teacher

The teacher was able to bring in the following changes after attending the training course to run the school effectively.

1. Planning the menu better within the budget and more nutritiously.
2. Preparing more story aids for storytelling.
3. Preparing low cost equipment.
4. Providing a variety of creative activities for children.
5. Recording the daily activities neatly and evaluating each day.

### 7. Suggestions for improving the creche

The suggestions for improving the creche are given below:

1. More space should be allotted for teaching.
2. More space should provide for outdoor area.
3. There should be more of home-school relationship.
4. Challenging activities should be included in the programme.

### 8. Study of Shamparipalana Seva Nilayam - Sular

Shamparipalana Seva Nilayam creche is situated in Sular. This creche was started on August 1978, under the auspicious of Indian Council for Child Welfare. During the past two years it was functioning in one school at Katoor (Sular) Now it has been shifted to Mathayalagan Nagar which was neither a village nor a shun.

### 9. Physical set up

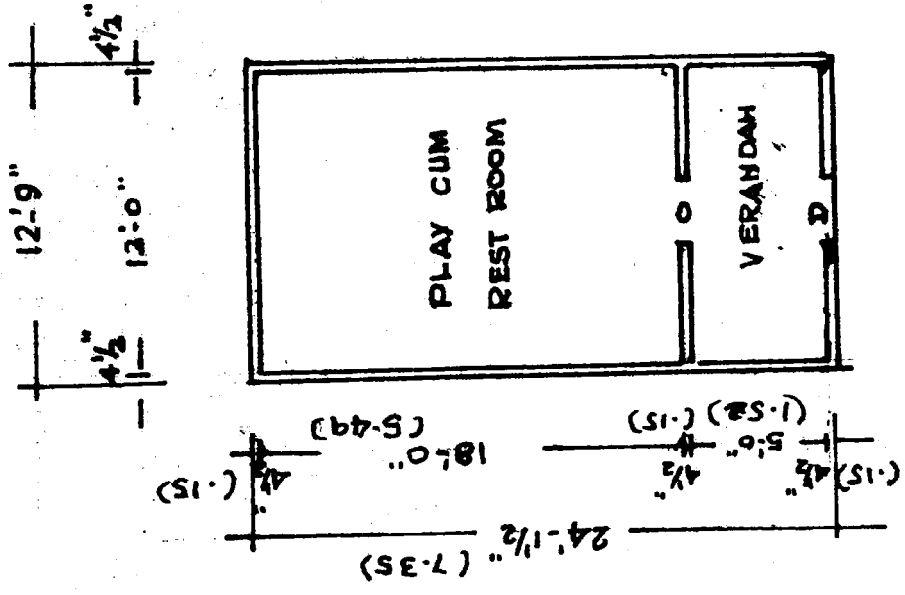
The physical set up of this creche was not good. It had only one room apartment with no separate rooms, for other activities. So the room

PLAN OF SISUPARIPALANA SEVA NILAYAM

NO II

SCHEDULE OF JOINTS.

D - DOOR	3'-0" X 6'-6"	0-91 X 2'-0"
O - OPEN	3'-0" X 6'-6"	0-91 X 2'-0"



10/11

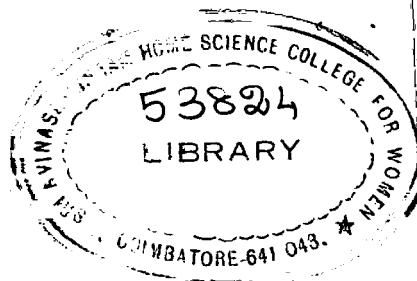
was used for all the activities and cooking food. It was a small hut. Walls and the roof were made up of thatched coconut leaves. The measurement of the room was only 18' x 12' as in (figure II). The out door area had bamboo fencing. They had limited equipment as they did not have any outdoor equipments except rocking horse. There were no trees in the outdoor area to give any shade.

#### b. Strength of the creche

The creche had a total number of thirty children. Three of them were below one year. Five of them were below two years. The rest of the twenty two children were below four years of age. Out of thirty children there were sixteen girls and fourteen boys.

#### c. The personnel

There were two ayahs to look after the children and infants and one balasvika who had studied up to P.U.C. and had training in Madras. She was twenty four years old. The other two ayahs were below thirty years of age. One ayah had studied up to S.S.L.C., the other one was only IX standard.



d. CURRICULUM AND PROGRAMME

The programme followed in the creche is as follows:

<u>Activity</u>	<u>Time</u>	
Cleaning the children	8.00 A.M.	- 9.00 A.M.
Prayer	9.00 A.M.	- 9.15 A.M.
Informal talk	9.15 A.M.	- 9.30 A.M.
Teaching (alphabets, Drawing)	9.30 A.M.	- 10.00 A.M.
Outdoor activities	10.00 A.M.	- 10.30 A.M.
Snacks	10.30 A.M.	- 10.45 A.M.
Indoor play	10.45 A.M.	- 11.15 A.M.
Story, Music	11.15 A.M.	- 11.00 Noon
Lunch	12.00 P.M.	- 1.00 P.M.
Rest	1.00 P.M.	- 2.00 P.M.
Washing up	2.00 P.M.	- 2.30 P.M.
Music	2.30 P.M.	- 3.30 P.M.
Out door play	3.00 P.M.	- 4.00 P.M.
Departure	4.00 P.M.	on wards

e. Play Equipment

For outdoor play they did not have any equipment. So only group games were conducted. For indoor play they had only colour beads.

f. Non-Recurring items

The non-recurring items available in the school is listed in Table IV.

**TABLE IV**  
**NON RECURRING ITEMS**

S.No.	Items	Number
1.	Cloth cradles	2
2.	Mats	5
3.	Powder tin	1
4.	Comb	6
5.	Soap box	1
6.	Feeding bottles	5
7.	Aluminium plate (Small size)	10
8.	Rice plate	8
9.	Steel cupboard	1
10.	Frying pan	1
11.	Steel drum	1
12.	Bucket	1
13.	Jerry can	2
14.	Macala box	1
15.	Sauce pan with cover	1
16.	Dipper	2
17.	Basin	3
18.	Ladle	3
19.	Tumbler (Aluminium)	25
20.	Kidam	1
21.	Thordy	1
22.	Bag	4
23.	Washing brush	1
24.	Stove	1

As they did not have any rest room <sup>items</sup> as such, carpets, mosquitoets, co@S, pillows were not there. They had only two cloth cradles. For the children and they had five mats. These five mats were shared by all the children.

The creche had enough of kitchen equipment, and other necessary items like feeding bottles, tumblers, plates and other cooking vessels. There was no safe place to keep these things. As there was no safe all the equipment had to be collected and kept it in one house which was near to the creche. They had one steel cupboard in which they locked all the aids and other small vessels.

g. Teaching aids

The existing teaching aids in the school is given in table V.

TABLE V  
TEACHING AIDS

S.No.	Aids	No
1.	Charts	4
2.	Holograph	1
3.	Beads	100

The creche did not have adequate teaching aids. The teacher reported that she will plans to prepare some teaching aids when she gets time.

B. Furniture

No furniture was provided for them. No chairs and table. Except the steel cupboards. The children had to sit on the floor for all purposes.

1. Activities given to the children

The activities given to the children are as listed below:

<u>Activities</u>	<u>Frequency</u>
Drawing	Daily
Music	Daily
Collage work	Thrice in a week.

They did not give any of the activities except drawing and Music to the children due to lack of facilities.

1. Financial assistance

The creche was sponsored by Indian Council for Child Welfare. It was functioning under Alur Panchayat Union. They did not get any assistance from pupils. The Panchayat Union advanced grants at the rate of twenty paise per child per day. Within this amount food was provided to the children.

B. Feeding Programme

The menu pattern was followed

<u>Time</u>	<u>Items being given</u>
Lunch	Tomato rice/ curd rice/ uppusa
Snacks	Milk.

They were providing food for all the children. As the children attending the <sup>SC</sup> schools were from low socio economic status they enjoyed what ever was served.

#### A. Home school Relationship

There was no relationship with parents. They did not take any effort to have any relationship with the parents. As the teacher did not know how to arrange for parents meeting and parent education class.

#### B. Records

The following records were maintained by the teacher

1. Admission record
2. Attendance record
3. Stock register
4. Staff attendance record
5. Expenditure register.

These were maintained well. These records were checked by Mukkiaswika and Block development officer of the Union once in three months.

### B. Medical Inspection

Medical check up was done once in four months by the Government doctors. They also supplied some medicines to the children. Immunisation was arranged occasionally, weight and height were taken for the children during medical inspection.

### C. Problems faced by the teacher

Problems faced by the teacher was as follows

1. Inadequate teaching aids.
2. Inadequate space for teaching.
3. Lack of enough equipment.
4. Lack of facilities electricity, water supply.
5. Inadequate storage facilities.
6. Lack of safety in the school.

### D. Impact of the Training programme attend by the teacher

As a result of attending the training programme, The teacher was able to bring the following change.

1. Preparing more aids for teaching
2. Preparing low cost equipment
3. Providing a variety of creative activities for children.
4. Maintenance of records in better way.

### 2. Requirements for running the creche

1. Proper building should be allotted to the creche.
2. The out door area should be made available with adequate space.
3. Both outdoor and indoor equipment should be provided.
4. The teacher has to make more teaching aids.
5. They should maintain health record, and height weight record and feeding programme register.

### 3. Study of St. Helena Home Orphanage for children

Trichy Road Coimbatore

St. Helen's Home Gum orphanage for children has a creche as its wing. The orphanage is situated in the centre of Coimbatore city. It was started eighty years ago, it was run by Immaculate conception convent people.

#### a. Physical set up

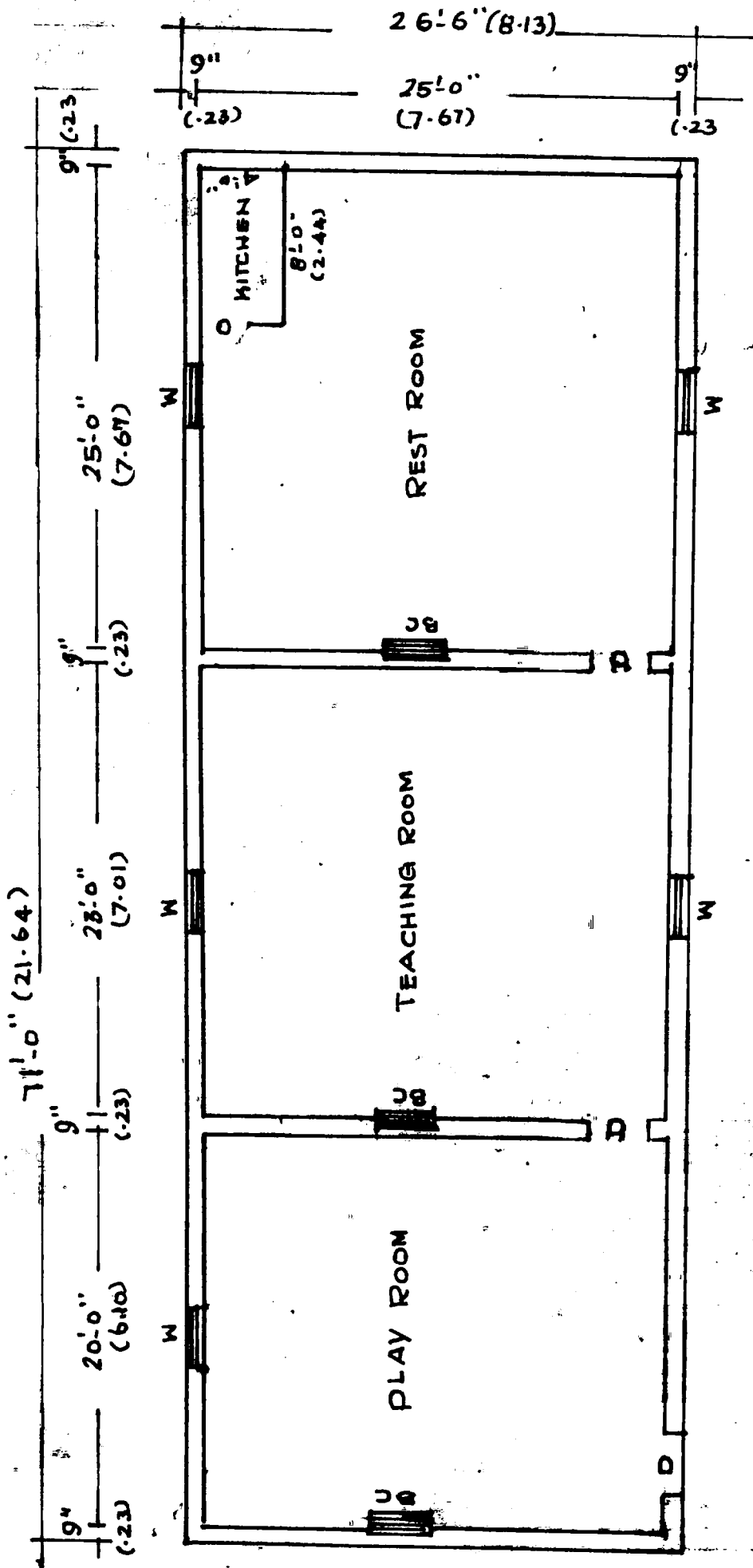
The physical set up of the creche is as follows:

There were 3 floors, The second floor and the first floor was utilized for the children below six years and ground floor was used for office work. The building as such, was situated far away from the road side. So the physical set up was suitable to the children. The rooms were well ventilated and painted with pleasant colours. The rooms are very clean. The measurement of the room in the second floor allotted for children (figure III) is as follows.

NO. III

St. HELEN'S HOME

SCALE: 1" = 8'-0"



SCHEDULED OF JOINERY

- D - DOOR: 3'-0" X 6'-6" 0-9IX2-0
- O - OPEN: 3'-0" X 6'-6" 0-9IX2-0
- W - WINDOW: 3'-0" X 4'-0" 0-9IX1-22
- B-C - BUILT UP CURBOARD - 3'-0" X 5'-0" 0-9IX1-52

Kitchen	8' x 4'
Play room	20' x 25'
Teaching room	25' x 25'
Rest room	25' x 25'

The outdoor area was very clean with no stagnation of water or mud. It was very clean and the space also was enough for children to play. The atmosphere of the creche was quiet and comfortable, the outdoor area was adequately spacious with enough shady trees and the indoor area also spacious for free movement for the children, but it was situated upstairs.

#### b. Strength of the creche

The creche had a total number of fifty five children all below six years of age. In this fifty five children twelve of them were below one year. Fifteen of them were below two years. Eighteen children were below four years, and ten children were four to six years of age.

#### c. The personnel

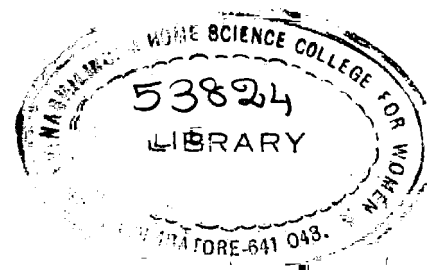
There were five ayahs to look after the infants and children. All of them were below forty years. They did not have any training or qualification. Only one teacher was there to teach the children. She was below thirty years. The teacher had studied up to S.S.L.C., with no other training, and she had been in the creche from the past eight years.

4. Curriculum and Progress

The curriculum is as given below:

<u>Activity</u>	<u>Time</u>
Getting up	- 5.30 A.M.
Personal work	- 5.30 A.M. - 6.30 A.M.
Prayer	- 6.30 A.M. - 7.00 A.M.
Tea	- 7.00 A.M. - 7.15 A.M.
Study hour	- 7.15 A.M. - 8.15 A.M.
Break fast	- 8.15 A.M. - 8.45 A.M.
Getting ready	- 8.45 A.M. - 9.15 A.M.
Outdoor play	- 9.15 A.M. - 10.00 A.M.
Prayer and informal talk	- 10.00 A.M. - 10.30 A.M.
About Christianity	
English songs	- 10.30 A.M. - 11.00 A.M.
Teaching (Mathematics alphabets, and numbers)	- 11.00 A.M. - 12.30 P.M.
Lunch	- 12.30 P.M. - 1.00 P.M.
Rest	- 1.00 P.M. - 2.30 P.M.
Washing up	- 2.30 P.M. - 2.45 P.M.
Tamil rhymes	- 2.45 P.M. - 3.00 P.M.
Action songs/Story telling	- 3.00 P.M. - 3.30 P.M.
Games, drill	- 3.30 P.M. - 4.00 P.M.
Washing up	- 4.00 P.M. - 4.15 P.M.
Snacks	- 4.15 P.M. - 4.45 P.M.
Out door play/relaxation	- 4.45 P.M. - 6.00 P.M.
Prayer	- 6.00 P.M. - 6.30 P.M.
Study hour	- 6.30 P.M. - 8.30 P.M.
Dinner	- 8.30 P.M. - 9.00 P.M.
Rest	- After 9 <sup>o</sup> Clock

The above mentioned programme was followed for children above three years where as for infants the pattern was very informal. The



needs of infants were well catered with no rigid programme.

### 9. Play Equipment

The existing equipment in the creche is listed in Table VI

TABLE VI  
LIST OF EQUIPMENT

S.No.	Items	Numbers
1.	<u>OUTDOOR</u>	
1.	Swings	2
2.	Slides	2
3.	Rocking ducks	4
4.	Rocking boat	1
5.	Rocking horse	1
6.	Tricycle	3
7.	Bicycle	2
8.	Car	1
	<u>INDOOR</u>	
9.	Soft toys	3
10.	Wheeled toys and wooden toys	10
11.	Blocks (Colour and size varied each set contain 6 blocks)	12
12.	Manipulative toys	
	Car	1
	Aeroplane	1

(Contd. . )

1	2	3
	Lorry	1
	Truck	1
13.	Mechanical toys - Telephone	1
	Operations	1
	Beads	200
	Rubber toys	3
	Weather toy	1

For both outdoor and indoor area they had all sorts of equipment and toys. For indoor games they got all types of toys such as soft toys, push and pull toys, Mechanical toys, Manipulative toys.

Is the available stock is given

The available stock is given in Table VII

**TABLE VII**  
**NON-RECURRING ITEMS**

S.No.	Non-recurring items	Numbers
<u>Equipment in rest room</u>		
1.	Cradles	44
2.	Cots	34
3.	Carpets	40
4.	Pillows	45
5.	Wash cloths	20
6.	Bed sheets	20
7.	Mosquito nets	25
<u>Kitchen Equipment</u>		
8.	Aluminium vessels (Varied in size)	15
9.	Feeding bottles	50
10.	Plates	60
11.	Tumblers	60
12.	Spoons	70
13.	Stainless Steel Drum	1
14.	Plastic buckets	5
15.	Plastic mugs	5

In the restroom there were forty four cradles and thirty four cots and forty carpets. Mosquito nets was available only for the infants and not for the children.

They got well equipped kitchen they had aluminium vessels and adequate number of feeding bottles and nipples. They sterilized the feeding bottles everyday.

#### a. Teaching aids

The aids for teaching used is given in table VIII

TABLE VIII

TEACHING AIDS

S.No.	AIDS	Numbers
1.	Charts	5
2.	<u>Pictures on</u>	
	Vegetables	6
	Animals	8
	Birds	5
	Vehicles	7
3.	Wooden cutouts	8
4.	Plastic Cutouts	10
5.	Blocks with pictures	20
6.	Counting bead frames	33

For formal education they followed first standard books. They had enough teaching aids, these aids were used for informal talk

and oral teaching.

### b. Furniture

In the teaching room there were twenty low level tables and fifteen chairs and one black board. There was a quilt in cupboard to keep their slates and books.

### c. Activities given to the children

<u>Activities</u>	<u>Frequency</u>
Drawing	Daily
Painting	Three in a week
Music	Daily
Books	Daily
Radio	Daily
Film show	Twice in a month
Field trip for following places	Once or twice in a month
Garden	
Hospital	
Railway station	
Fire station	
Dairy	

All the recreational activities such as drawing, painting books etc were provided daily. Filmshow was arranged twice in a month for children. No science experience was given to them. Once or twice in a month they arranged field trip to various places.

### i. Financial Assistance

Even though it was run by Christian Missionary they were also getting money and other forms of assistance such as rice and other food materials from the public. They got assistance from GAMS also they are receiving food materials. No fees was collected from the children.

### k. Feeding programme

The menu pattern for infants and children was as follows.

#### For infants

Time	Items given daily
Morning	Milk and Biscuits
Midmorning	Biscuits
Lunch	Carrot masala Tomato Rice
Snacks	Roasted Bengal gram dal powder (or) ground nut powder Milk
Dinner	Milk

(Cont. next)

by the teacher of the creche for which they did not maintain record.

#### B. Records

The following records were maintained

1. Admission Record.
2. Attendance record.
3. Stock register.
4. Health record.
5. Height weight record.
6. Staff attendance record.
7. Expenditure register.
8. Equipments record.

All these records were maintained by the sister who was in charge of all children below fourteen years. No problem was faced by them in maintaining records. All these records were checked by the Auditor.

#### B. Medical inspection

Medical checkup also done once in fortnight with the help of, the doctors from the medical college hospital. Occasionally immunisation programmes were also arranged for the children. For the medical checkup they maintain a record and also they maintained a separate record for the heights and weights of children.

### 9. Problems faced by the teacher

The only problem faced by the teacher was that the personnel was not enough to manage very small children.

### 9. Suggestions for improving the creche

The suggestions for improving the creche as given below:

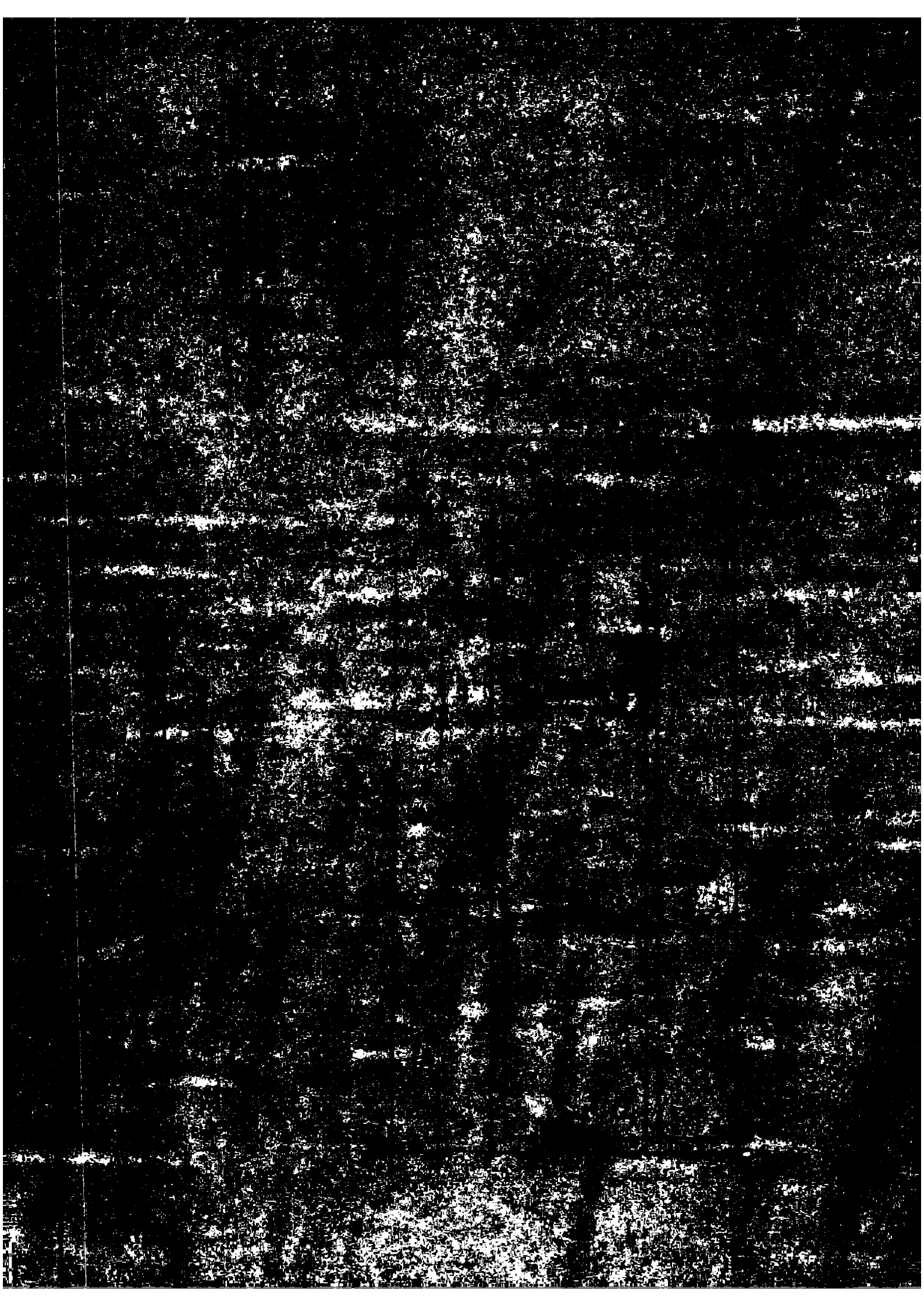
1. The children's room should be in the ground floor instead of second floor.
2. The outdoor area should be made more open by rearranging the equipment.
3. Either the personnel who is incharge of preschool children should be given training or a trained person should be appointed.

### 4. Study of Nirmal Hriday Home, Puliachula, Pudukkottai, Tamil Nadu

Nirmal Hriday home <sup>is</sup> home for dying destitute is situated in Puliachula. The destitute home was started in 1973. But the creche for the infants and children was started in 1979. Only 10 children were there below four years of age. It is an institution which is run by Missionaries of Charity which is internationally known institution. Mother Theresa, the founder of the Missionaries of Charity.

### a. Physical environment

The creche was situated in a calm atmosphere, far from the disturbances from public activities. It is an Asbestos roofed building. The walls were white washed and maintained well. The creche had four rooms including a kitchen, the measurements were as follows (Figure IV).



Rest room	-	15' x 10'
Playroom	-	15' x 10'
Kitchen	-	12' x 10'
Varandha	-	45' x 5'

All rooms are well ventilated and the flooring was good.

There was no outdoor area for the children except the varandha hence there was no place for play. The children used the varandha for playing.

The indoor area was very clean and also spacious for free movement of the children.

#### b. Strength of the creche

The total strength of the creche was very small only thirteen children. Among the thirteen, nine of them were boys and four girls. Four of them were below one year of age. Five children were of below two years, four of them were below four years of age.

#### c. The personnel

Totally there were seven sisters to serve children of all ages and also for the destitute women. All sisters were of below forty years of age. Two sisters were allotted to look after the children below four years of age. Their qualifications varied. The sisters had no specific training in child care. Six inmates of the creche who were below twenty years. Two of them were allotted to look after the infants.

#### 1. Curriculum and Programs

No schedule as such was maintained by these people. Because the strength of the creche was small and also most of them were infants. There was informal talk, along with prayer, and also they taught alphabets and songs to them. After the children grew up they send the children to schools which was also run by the same institution.

#### 2. Play Equipment

No outdoor area was provided for them, so they did not have any outdoor equipment such as slides, swings etc. They had two rocking horses for children, with which they played in the verandah.

In indoor area, also they had limited number of toys like plastic and wooden toys. They did not have variety of toys such as manipulative and mechanical toys, for indoor play.

#### 3. Nonrecurring items

The following equipments were in restroom

**TABLE IX**  
**NON MENSTRUATING ITEMS**

S.No.	Items	Number
1.	Cradles	6
2.	Pillows	15
3.	Bed sheets	20
4.	Mosquito nets	10
5.	Spoons	20
6.	Feeding bottles	10
7.	Tumblers	20
8.	Plates	25
9.	Aluminium vessels in various sizes	8
10.	Buckets	5
11.	Drum	1
12.	Hexin cloth	10

Creche had baby cots, cradles and pillows for the rest room. They had adequate number of feeding bottles, tumblers etc. They sterilized the feeding bottles every day.

g. Teaching aids

The school did not have any aid as they sent the children to elementary school for studying.

### b. Furniture

Along with the equipment there are four built in cupboards. In each room they got one built in cupboard for keeping the things. In the office room they got two long benches and four chairs and one table. And also they got one steel cupboard for keeping records and other things.

### c. Activities given to the children

None of the recreational activities were given to the children.

### d. Financial Assistance

Even though it was run by Missionaries of Charity they accepted donations from public. They received assistance in the form of food materials even cooked foods also. They did not receive help or assistance from private agencies or voluntary agencies. No fees collected from the children. They spent Rs. three per day per child for these children.

### e. Feeding programme

The creche had a feeding programme for all the children the food items given to them were as follows:

<u>Time</u>	-	<u>Food item</u>
Breakfast	-	Rice kanji or wheat with vegetable.
Lunch	-	Rice and sambar.
Snacks	-	Milk, Misoite or fruits
Dinner	-	Dosaie

### a. Problems faced by the teacher

The problems faced by the teachers are as listed below:

1. In adequate teaching aids
2. Lack of adequate equipments

They did not have any problem in record maintenance. But for teaching they faced some problems like inadequate teaching aids and lack of adequate equipments.

### a. Suggestions for improving the creche

1. The outdoor area should be made more spacious and also they should provide more outdoor equipments.
2. They should provide more teaching aids and adequate indoor equipments.
3. They should take height and weight regularly for this they can maintained a record also.
4. Recreational activities and field trips should be arranged for children.

### 5. Study of Women's Voluntary Service creche Mattupalayan Road, Coimbatore-11

Women's Voluntary Service creche is situated in Isolation hospital campus at Mattupalayan road. This creche is sponsored by Indian Council for child welfare, and run by the Pre School Committee of the Women's Voluntary Service Coimbatore. The creche was started on 1978.

### a. Physical set up

The creche is situated on the road side. It is a one room apartment, part of the room is used for kitchen and the rest used for

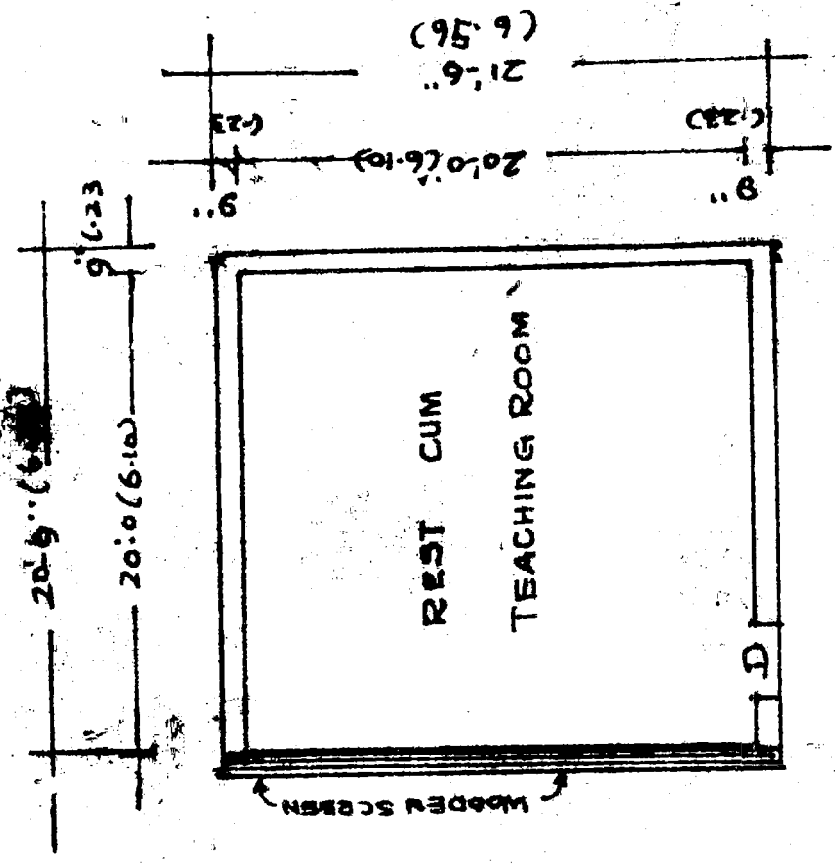
WOMENS VOLUNTARY SERVICE CRECHE

SCHEDULED OF JOINARY.\*

D DOORS 3'0" x 6'6" 0.91X

SCALE: 1" = 8'-0"

NO. IV



activities and sleeping. It has an Asbestos roof and it is well ventilated. The little outdoor area provided for them was not kept clean. The measurement of the room was 20' x 20' as in (Figure V).

#### b. Strength of the Creche

The creche had a total strength of twenty five children. All the twentyfive children were of below four years of age. Among these twenty five, twelve of them were boys and the remaining thirteen girls.

#### c. The personnel

The creche had only one ayah and one teacher. The teacher is a graduate and also she had attended the training programme conducted by the I.C.C.# on February 1979. The ayah had studied up to VI<sup>th</sup> standard but she did not had any training, but she had five years of experience as an ayah she was twenty eight years old.

#### d. Curriculum and Programme

The programme of the creche was as follows

<u>Activity</u>	<u>Time</u>
Arrival	8.00 A.M. - 8.30 A.M.
Cleaning and Bathing	8.30 A.M. - 9.30 A.M.
Prayer and Informal talk	9.30 A.M. - 10.00 A.M.
In door activities	10.00 A.M. - 10.15 A.M.
Music	10.15 A.M. - 10.45 A.M.
Story	10.45 A.M. - 11.00 A.M.
Games	11.00 A.M. - 11.30 A.M.
Toilet	11.30 A.M. - 11.45 A.M.
Lunch	11.45 A.M. - 12.30 P.M.
Rest	12.30 P.M. - 3.00 P.M.
Freeplay	3.00 P.M. - 4.00 P.M.
Wind up	4.00 P.M. - 4.30 P.M.
Departure	4.30 P.M. - Onwards.

### G. Play Equipment

The existing play equipment in the creche is given in Table I

## TABLE I

## LIST OF EQUIPMENT

S.No.	Items	Number
<u>Outdoor</u>		
1.	Rocking horse	1
2.	Rocking duck	1
3.	Balls	3
<u>Indoor</u>		
4.	Plastic wheeled vans	4
5.	Hanging bird	1
6.	Building set	1
7.	Plastic basket (Progression of size)	9
8.	Plastic basket	6
9.	Jalra	6
10.	Multimirror	1
11.	Wooden canteen	1
<u>Low cost equipment</u>		
12.	Drums	2
13.	Wire garland	2
14.	Rattler (Soda bottle tops)	2

As they did not have any outdoor space they did not have more outdoor equipments.

2. Non-recurring items.

The list of equipment in the kitchen and restroom under non recurring items are given in table XI.

TABLE XI  
NON RECURRING ITEMS

S.No.	Items	Numbers
<u>Restroom Equipment</u>		
1.	Cradles	2
2.	Mats	10
3.	Carpets	6
4.	Bedsheet	1
<u>Kitchen Equipment</u>		
5.	Basins	3
6.	Plastic drum	1
7.	Plastic Containers	8
8.	Plates	25
9.	Tumblers	25
10.	Feeding bottles	13
11.	Plastic basin	1
12.	Bucket	1
13.	Mug	2
14.	Kudam	2
15.	Plastic bottle	1
16.	Stove	1
17.	Aluminium basin	1
18.	Cement tub	1

They got adequate kitchen equipments to provide good meals for children.

#### a. Teaching aids

The teaching aids used for the teaching was given in table XII

TABLE XII  
TEACHING AIDS

Sl.No.	Aids	Numbers
1.	Charts (Story)	3
2.	Wooden cutouts	9
3.	Counting bead frames	2
4.	Album (Creative activities)	1
5.	Alphabet chart	1
6.	Number chart	1
7.	Pictures	5

These aids were used by the teacher for teaching. They taught numbers and alphabets along with songs to the children.

#### b. Furniture

They had one wooden cupboard for storing the things. They had one iron stand for keeping the plates and t.blers and other things. They had one wooden stool also.

i. Activities given to the children

The activities given to the children was given below

<u>Activities</u>	<u>Frequency</u>
Drawing	Once in a week
Music	Daily

Only these two activities are given to the children.

j. Financial assistance

This creche was sponsored by I.C.C.W. They are receiving food materials from OAS.No fees was collected from the children.

k. Feeding programme

The creche provided supplementary food to all the children before of lunch and snacks were given.

<u>Item</u>	<u>Item given daily</u>
Lunch	Uppama (Wheat Kaval ) With keerai, Tomato, Onion.
Snacks	Keerivada.

l. Home school relationship

They did not conduct parents meeting and parent ed cation classes. The parents were unable to come because all were working women and they did not have time. So every week the teacher visited all

the home and talked to them about child care and nutrition, health and hygiene. The parents expressed that their children were quiet clean and developed good habits from attending the creche. The parent were happy that the children were fed everyday.

#### B. Records

The records maintained in this creche is given below:

1. Attendance Register.
2. Stock register.
3. Height weight record.
4. Home visit record.
5. Staff attendance record.
6. Expenditure register.
7. Equipments record.
8. Visitors register.

All these records are maintained well by the teacher. The records were checked by the members of the preschool Committee people once in a month.

#### B. Medical Inspection

Medical checkup was arranged with the help of honorary doctors. No clinical assessment forms. Height and weight were taken every month.

### 9. Problems faced by the teacher

The following problems are faced by the teacher

1. Inadequate Teaching aids
2. Inadequate space for teaching
3. Lack of enough equipments
4. Lack of water and toilet facilities
5. Inadequate personnel

### 10. Impact of the training programme attend by the Teacher

The teacher was able to bring the following changes to run the creche effectively.

1. Preparing more aids for teaching.
2. Preparing low cost equipment
3. Preparing low cost recipes.
4. Preparing a variety of creative activities for children.
5. Maintaining records in better way.
6. Adhering to the budget.

### 11. Suggestions for improving the creche

The suggestions are given below

1. The building should away from the Isolation Hospital.
2. Black board should be provided for them.
3. The outdoor area should be clean and they should arrange this area with proper equipment.

4. More teaching aids should be provided to the creche.
5. One trained ayah should be appointed for the effective running of the creche.
6. Toilet and water facilities should be given to the children.
7. Proper storage facilities must be given for storage of food stuffs.

## V. SUMMARY AND CONCLUSION

The results of the study on study of the creches in Coimbatore city shows that:

1. Three creches had 25 to 30 children and only one had 55 children and one had fourteen children
2. All the creches did not have adequate out door space so they did not have adequate outdoor equipment.
3. All the creches had the personnel in the ratio 1:30.
4. Only 3 balasvikas had under gone <sup>Balasevika</sup> some training, the others had had only their earlier experience.
5. All the creches except one had almost similar programs but there was difference in the pattern of indoor activities given.
6. All the creches worked for eight hours per day.
7. All the creches had feeding programs for children.
8. Only two creches maintained home school relationship where as other did not have.
9. The common records maintained in the creche were attendance register, stock register and Accounts book. Only three creches maintained height weight record and one maintained record of the menu and its cost.
10. None of the creches had enough low cost equipment

11. Three creches were sponsored by Indian Council for Child Welfare and the rest were run by private agencies.

Recommendation:

Short term Training Programs can be conducted so that those who are untrained can get training. teachers.

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**APPENDIX**

APPENDIX

Sri ~~Shri~~ Lingam Home Science Arts and Commerce College for Women -  
Coimbatore - 641 043.

Programme for the study of the creches in Coimbatore city.

I. General Information

Name of the creche -

Area of the creche - Rural

Urban

Address

Government / Private -

The year in which the  
creche was started -

Strength of the creche -

Age group of  
children

-----  
Age No  
-----

0 - 1

1 - 2

2 - 4

4 - 6  
-----

Personnel of the creche

-----  
No. Name of the Personnel Age Educational Training they  
qualification have obtained  
-----  
-----

**II. Physical status**

- Type of building -
- building -
- Asbestos -
- Tile -
- Coconut leaf woven roof -

**Location of the cracks**

Rural  Urban  Slum

- In the factory -
- Near the roadside -
- Away from the road side -
- Calm atmosphere -
- Number of the rooms -

**Measurements of the rooms**

No.	Rooms	Measurements	Suitable	Not suitable
1.	Kitchen			
2.	Rest room			
3.	Play room			
4.	Teaching room			

**Ventilation and lighting**

- Well ventilated - good
- Medium - Fair
- No ventilation - poor

**Flooring of the rooms**Slippery Stagnating of water Rough enough for  
Children's walking Cracked **Space allotted for the outdoor area**Not enough Enough No area **Maintainence of the building and surroundings**The buildings are well painted White washed **The outdoor areas are**very clean dirty dirty with mud Stagnation of water

**III. EQUIPMENT**

**EQUIPMENT**

No.	Equipment provided for the out door area	Yes	No	Number
1.	Swing			
2.	Slide			
3.	Seesaw			
4.	Rocking horse			
5.	Rocking boat			
6.	Rocking duck			
7.	Bicycle, tricycle			
8.	Jungle gym			
9.	Tyres			
	Others			

**EQUIPMENT PROVIDED FOR INDOOR AREA**

No.	Equipments provided for the indoor area	Yes	No	Number
1.	Soft toys			
2.	Wheeled toys			
	plastic			
	wooden			

(cont...d)

1	2	3	4	5
4.	Mechanical toys			
5.	Blocks			
6.	Manipulative toys			
7.	Models of objects			
8.	Vessels, plastic Aluminium			
9.	Medical instruments			
	Jabra			
	Raffler			
10.	Cutouts			
	Plastic			
	Wooden			
	Others			

#### IV. Source of finance

From where did you get  
financial assistance

Percentage of the money

What kind of assistance that you are receiving.

Money

Food material

Agency supplying

Local authority

society people

Others

Details regarding the fees

Are you collecting fees from the children | Yes  No

If Yes, amount of fees collecting period

Details regarding the feeding programme

Expenditure for food item per day -

- Even pattern -
- Mid morning -
- Lunch -
- Snacks -

Are you having a separate room as dining hall

Equipment in kitchen

EQUIPMENT IN KITCHEN

S.No.	Equipment	Number of items
1.	Cooking vessels Aluminium Steel plastic	
2.	tumblers	
3.	Plates	
4.	spoons	
5.	Feeding bottles	
6.	Water drum	
	others	

## EQUIPMENT IN BEST ROOM

S.No.	Equipment	Yes	No	Number of items
1.	Cradles			
2.	Mats			
3.	Carpets			
4.	Pillows			
5.	Blankets			
6.	Bed sheets			
7.	Mosquito nets			
	Others			

Are you giving food for all children

Yes

No

If No

Number of children bringing the  
lunch for themselves

#### V. Education

Curriculum of the crèche

Time table

Monday

Tuesday

Wednesday

Thursday

Friday



## VII.

## PROBLEMS FACED BY THE TEACHER IN TEACHING

No.	Problems	Yes	No
1.	Inadequate teaching aids		
2.	Inadequate space for teaching		
3.	Lack of enough equipment		
4.	Lack of facilities		
5.	Too much of disturbances if there are very small children others		

## VIII.

## RECREATIONAL ACTIVITIES

No.	Recreational activities	Yes	No	Frequency
1.	Drawing			
2.	Painting			
3.	Music			
4.	Filmshows			
5.	Radio			
6.	Books others			

Are you giving creative activities to the children

Yes  No

If yes, what type of activities that you are giving

Drawing

Painting

Picture pasting

Finger painting

Collage work

Are you giving science experience to the children

Yes  No

If yes

What type of experience you are giving

II. Did you take the children out for Field trip

Picnic -

Movies -

Exhibition -

Post office -

Hospitals -

Railway station -

Or else -

How often you will make the trip

**X. Home School Relationship**

Do you conduct parents meeting -                      Yes                       No

If yes

How often you conduct the meeting -

Are you conduct parent education class                      Yes                       No

If yes

Duration of the class -

What method did you follow for effective

home school relationship

Interview -

Home visit -

Others -

**XI.**

**RECORD MAINTENANCE**

-----			
No.	Types of record maintained by them	Yes	No
-----			
1.	Admission record		
2.	Attendance record		
3.	Stock register		
4.	Health record		
5.	Height weight record		
6.	Parent education class record		
7.	Staff attendance record		
8.	Expenditure register		
9.	Equipment record		
	Others		
-----			

Who keeps these records.

XII.

**PROBLEMS FACED IN MAINTAINING RECORDS BY THEM**

No.	Problems	Yes	No
-----	----------	-----	----

1. Inadequate storage facilities

2. Inadequate personnel

Others

Whether all the records are checked by the authority

Yes  No

If yes

How often they checked -

XIII. Details regarding medical inspection

Are you have any action programs like

Medical inspection -

Immunisation -

Vaccination -

Others

Who does this programs -

Period of inspection -

Are they supplied medicines to the children

Is there any clinical check up and assessment forms