

**EVALUATION OF THE CHILD WELFARE CENTRES OF
GOVERNMENT OF TAMIL NADU**

By

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I. INTRODUCTION

Children are a nation's prime resources and the key to national development. Today's children are the citizens of tomorrow as they are the foundation of the nation. High priority should therefore be given to their well-being and optimum allround development (Devadas, 1971).

A nation realizes her potentialities through her children. Describing children as the citizens we need, for the renaissance of the nation, our Prime Minister Tmt. Indira Gandhi (1971), urges for a little imagination on the part of Child Welfare workers which can go a long way to lift the child out of the rut of habits dictated by old customs. If his curiosity is aroused and his creativity is encouraged, he would grow up alert and resourceful, capable of original ideas and of making good use of knowledge. She exhorts that children are a mirror of a nation and of the world. If the world is to be transformed, the work must be begun in the minds of the children.

A nation's destiny is shaped the way her people are educated. The attitudes, values and the behaviour patterns in their formative years are of crucial importance to the socio-economic development of a nation, (Dhillon and Mehta,

1971). Bhan (1972) adds that the future of our country depends upon the manner in which the younger generations shape themselves in the development of their personality and character through the various educational processes.

As Begum (1969) comments, the concept of pre-school education as an essential programme for building a sound future educational system of the country is, of late gaining increasing recognition. This early childhood education helps to promote children's physical, intellectual, emotional and social development and prepares the children for formal schooling.

There are about 70 million children between 2-6 years in India (Swaminathan, 1973). A survey of the subgroup on Child Welfare constituted by the working group on Social Welfare for the third plan revealed the alarming fact that the pre-school children were the most neglected group in the society. They needed day care centres and nursery schools or balwadies to take care of them (Saraswathi Devi, 1973). As Guha (1970) envisages, those who have received care in balwadies would become better students when they reach the school age. However, pre-school education does not aim at formal instruction of the three R's and thereby make the task of the primary school teacher simpler. On the other hand, as Verma (1972) exhorts, what we really need to do is to integrate early childhood education more thoroughly into our

total system of primary education. Balwadi as is rightly pointed out by Tmt. Sarojini Varadappan (1974) Chairman, Central Social Welfare Board, is a nucleus of all programmes of Child Welfare. Programmes covering certain aspects of child care are at present in operation in the country such as the Family and Child Welfare projects, Applied Nutrition Programme, Composite Nutrition Programme, Special Nutrition Feeding Programme etc. Some of the common components of these programmes are supplemental feeding of infants, pre-school children, pregnant and nursing mothers etc. In the recent years, there is a growing realization among the national leaders and planners about the services to be provided for pre-school children in an integrated manner, through one administrative cum institutional funnel. The committee on pre-school Children Feeding Programmes constituted by the planning commission in its report of March, 1972 and the study group of the Ministry of Education and Social Welfare, on Development of the Pre-school Child in its report of February, 1972 have stressed the need for integrated services to be provided as part of the Minimum Needs Programme of the Fifth Five Year Plan. As per their suggestions, a minimum package of services needs to be provided for pre-school children which would include special nutrition feedings, immunisation, health care including referral services and nutrition education. Family planning and provision of safe

drinking water would be the supporting services (Natarajan, 1972). The existing network of balwadies diffused widely in the rural areas of the country, can effectively serve as the medium through which the child welfare services could reach the target groups, in a comprehensive and package manner. As Sundaram (1973) points out any programme for child welfare should have a pronounced rural bias if it has to produce any lasting impact since 70 per cent of pre-school children live in the rural areas.

As a first step towards the introduction of an integrated Child Welfare Programme during the Fifth Five Year Plan, the Department of Social Welfare, Government of Tamil Nadu, has started 600 new Child Welfare Centres, under the centrally sponsored crash programme for educated unemployed during 1973-74, ^{with} which the full financial assistance of the Central Government. The regional distribution of the centres was based on the predominance of weaker sections of the population in the district and the availability of rent free accommodation for the centre, made available by the concerned village panchayats. Each centre is expected to cater to a group of 60 children. The personnel for each centre include a Child Welfare Organiser (teacher) and a Child Welfare Assistant (Ayah).

The success of a pre-school institution depends to a large extent on its teachers, because they form the back-bone

of an institution. In addition to being a teacher in the formal sense, the pre-school teacher is a mother, nurse, dietician and play companion. To facilitate her to execute her manifold responsibilities she needs to imbibe certain qualities in her. She has to be broad minded, cultured and well informed. She must have good physical and mental health, alertness and intelligence. Her voice, posture, cleanliness, manners and appearance are of great importance. She should be emotionally balanced, sympathetic, accepting, warm and friendly and at the same time be punitive and critical. Genuine interest in and concern for children is of primary importance. Cheerfulness and a sense of humour are also essential. A good teacher must always be open to new ideas and must continually seek new knowledge and keep on 'growing', (Verma, 1968).

There is popular misconception that 'a teacher is born, not made'. No training programme can inculcate certain qualities, which are innate in nature. However, in this age of specialization, we need to have training courses for preparing teachers to teach in pre-school institutions. It is highly imperative that the training of the pre-school teachers should be given as much importance as that for teachers of primary schools, secondary schools and high schools.

The need for specialized training in the field of pre-school education in India seems to have been recognized

rather late, and therefore the training centres and agencies of pre-school education were mostly organised after 1935. The Central Social Welfare Board, Indian Council for Child Welfare, Child Study unit of the National Council of Educational Research and Training, Nursery Teachers Training Colleges in Uttar Pradesh, Madras, Bombay and West Bengal, Postgraduate Diploma Course in Baroda University and Family and Child Welfare Projects in the States are the official agencies designated for training. There are over 14 private institutions all over the country responsible for training pre-school teachers (Ranjit Bhai, 1968).

Realising the need for training, a special orientation training programme for two months was arranged for the teachers, prior to starting the Child Welfare Centres by the Government of Tamil Nadu in six renowned institutions in the state. The syllabus included instructions on health and hygiene, nutrition, child care, first aid and home nursing and parent teacher programmes.

The Child Welfare Centres in Tamil Nadu have been functioning since the later part of the year 1973 and some from the beginning of 1974. An evaluation of this new programme is necessary to assess *how effective is the functioning of the newly contemplated* Child Welfare Centres. The suggestions forthcoming from this evaluation would be of value to the planners of the programme and policy makers

in making suitable modifications ⁱⁿ the programme, at the time of its extension to other areas of Tamil Nadu or to the other States of the nation. Therefore the present evaluatory study was undertaken by the investigator to review the operation of the programme of Child Welfare Centres of Government of Tamil Nadu.

II. REVIEW OF LITERATURE

The literature pertaining to this study is reviewed under the following headings:

- A. Importance of Pre-school Education
- B. Child Welfare Programmes in India
- C. Role of Pre-school Teachers
- D. Need for Training of Pre-school Teachers
- E. Child Welfare Centres of Government of Tamil Nadu
- and F. Evaluation

A. Importance of Pre-school Education:

A nation is what its people make it. From the children of today have to rise, the planners of the society, the economists, the industrialists, the teachers, the doctors, the administrators and leaders of tomorrow. Therefore, the progress and the future of the country depends upon how the child of today develops and matures into an adult (Chandra, 1968).

According to Marni and Goyal (1972), optimum progress and prosperity of a nation are closely related to its children. The child's physique, personality, and capacity to learn, develop as a result of continuous interaction between his genetic inheritance and his environment. Many of his

capacities, abilities and skills emerge on the presence of adequate opportunities in the environment.

A child is the centre of an ever widening circle which embraces the whole community. They depend on the society for their well-being. It is the responsibility of the community to equip them for a creative and satisfying life (Gardiner, 1972).

According to Devadas et al (1974), children are the nation's biggest investment for development and harmony. The physical and mental development of today's children determine the prosperity and peace of tomorrow. Protecting today's children, developing their abilities and guiding their characters are society's most vital tasks. Children are the blooms of tomorrow and to bloom and spread the fragrance around, they need tending at an earlier stage (Ramani, 1974).

According to Begun (1967), the pre-school age is the period during which the foundation of the entire personality structure is laid. Training for democratic citizenship can be effective, only if it is begun in early childhood, in the home within the family environment. Parents are extremely important for children's growth and development. They are also responsible for providing the environment to the children during the formative years (Verma, 1963).

A child's mind is curious to know everything around him. Therefore it is necessary to guide him at this stage

and help him to attain more knowledge by directly seeing things and experiencing situations arising in day to day life, than merely listening about those in a class room or reading in the books (Sharma, 1966). Childhood is the most sensitive period of his life during which his achievements are marvellously greater. The early years of the child are of the greatest importance from the point of view of his all round development (Modak, 1968). Dhawan (1971) exhorts that during the first five years of life, children learn more than during any other comparable period.

Gupta (1970) emphasises that the main objective of the pre-school education is fostering growth towards an understanding of the world in which the child lives and constructs his personality. Therefore the need for pre-school education is being recognised and given importance all over the world today. Education in the right sense begins with conception and the early childhood. One to five years of age lays all the foundations for the future development of the person (Devadas, 1964). Chitkara (1969) opines that development is a product of learning and growing and is at its peak during the first five years of life. The dramatic growth of children includes 'physical', 'mental', 'emotional' and 'social development'. This crucial period of life demands all the attention and care.

As Pandey (1972) rightly points out, the development of self activities of child is possible only through education.

These children whose self activities are not properly developed, find it difficult to cope with new problems. The main objective of pre-school education is to provide a healthy atmosphere for the children. It implies free environment in which each child is given good opportunities for developing all his latent potentialities (Chitkara, 1969). Nanavatty (1972) rightly points out the need for the provision of an integrated service covering education, health, nutrition and welfare to the preschool child.

Balwadi, which is a Hindi name for a pre-school, denotes a combination of the two separate activities which usually go under the name of creche and prebasic school (Jamuna Bai, 1971). According to Dak (1971), balwadies are the formal and planned institutions to influence the life of pre-school children, specially in the rural institutions.

As Sethuraman (1962) enumerates, the following are some of the objectives for which balwadies are organised:

1. to prepare the child for entering into a new environment
 2. to develop healthy habits and attitudes in children
 3. to help the child in the proper development and control of his emotions
 4. to develop sociability and co-operative spirit in children
- and
5. to help to cure the ailments and problems of the children.

Chowdhry (1962) and Namle (1962) view that in urban and rural areas, provision for primary education has become a social necessity due to the scarcity of living space and increasing number of women^m employed outside their homes. Modak (1968) adds that, a preschool child must enter a wider world than his home, since every home cannot provide all the facilities and equipment that a nursery school can provide.

Marni and Goyal (1972) view that the aim of a balwadi should be to promote the children's physical, intellectual, emotional and social development and make him ready for formal schooling.

Balwadies not only aid in developing the personality of the children but also may serve as effective agencies for fostering good parent teacher relationship (Rolston, 1971). According to Hall (1972), the home and school have to come nearer to each other so that whatever is taught in the school is extended to the home. Thus the school becomes a continuation of the learning process with other children in different surroundings.

The main objectives of Parent Teacher Association is to help the schools for better health and education of the children. The parent teacher association forms a Triangle of Parent, Teacher and Children (Gupta, 1973). Mohsini (1973) emphasis that, home and school both have to play vital

roles in ensuring better future for the children of today and in helping them to become responsible citizens of tomorrow. Parent Teacher Association provides an opportunity for both parents and teachers to understand each other's role.

B. Child Welfare Programmes in India:

The working group on Social Welfare set up by the Planning Commission, defines child welfare as the total well-being of the child. It comprises the totality of measures-economic, administrative, technical, educational or social intended to give each individual an equality of opportunity for growth and development (Chowdhry, 1963). However, child welfare cannot be taken up in isolation. It is a major part of the family welfare and welfare of women (Rane, 1974).

The child welfare services are classified by Chowdhry, (1963), into institutional services and non-institutional services. The institutional services for both normal and exceptional children include (a) Fondling homes, (b) Homes for destitute children, (c) Short stay homes for children of needy families, (d) Foster homes (e) Residential schools, (f) Homes and placement services for children of unmarried mothers, (g) Homes or night shelters for the care of vagrant children and (h) Residential treatment centres for the emotionally disturbed children.

The non institutional services for normal children include (a) Creches, (b) Pre-primary schools or balwadies, (c) Day care centres, (d) Recreational and hobby clubs, (e) Library facilities, (f) Holiday homes, (g) School health services and (h) School social work services.

Among the non-institutional services, the balwadi programmes and feeding programmes are given top priority. As early as in 1953-54, the Central Social Welfare Board began the balwadi programme, as a part of their Rural Welfare Extension Programme. The programme has gone through significant changes during the last 22 years. The concept of integrated child welfare services was experimental both in urban and in rural parts of India. The Evaluation Committee reports on the Rural Welfare Extension Projects scheme ushered in the scheme of Family and Child Welfare, a programme for the total development of the child - Chowdhry (1963) and Begum, (1969).

In the fourth plan, concentrated efforts were made to provide services for children. Priority is given to the social welfare sector of the plan and Rs.15 crores were earmarked for children's services under social welfare (Nanavatty, 1972).

In order to prevent malnutrition among children, numerous feeding programmes are in operation. India ranks

high amongst the countries of the world in supplementary feeding programmes for young children (Devadas et al, 1975).

It has been estimated that about 16 lakhs of pre-school children in Tamil nadu are suffering from severe malnutrition. In addition about 14 lakhs of pre-school children are suffering from moderate malnutrition. Thus, there is a need to cover a total of atleast three million pre-school children in Tamilnadu under a state sponsored nutrition programme. As against this figure now the coverage is only for 3,96,407 pre-school children under the various nutrition programmes implemented by different departments in the State. This will be clear from the figures in Table I.

TABLE I

FEEDING PROGRAMMES IN TAMIL NADU

Feeding Programme	Implemented by	No. of centres	No. of feeding days / year	Number benefitted	
				Children	Expectant and nursing mothers
1) Balwadies					
a) CARE	Directorate of Rural Development/Social Welfare Department	994	300	61,000	30,000
b) Demonstration Feeding Programme	Social Welfare Department	140	300	7,000	4,200
c) Integrated Child Welfare Demonstration Project Poonamallee	Social Welfare Department	50	300	2,100	--
d) Family and Child Welfare Projects	State Social Welfare Board	24	300	760	--
e) Applied Nutrition Programme	Directorate of Rural Development	181	100	7,240	1,810
f) Balwadies run by Voluntary Institutions with the help of grants from the State Social Welfare Board	Voluntary Institutions, State Social Welfare Board	137	---	5,464	--

Contd....

Feeding Programme	Implemented by	No. of centres	No. of feeding days/year	Number benefitted Children	Expectant and nursing mothers
2) Industrial Canteens	Labour Department	77	---	29,913	---
3) Special Nutrition Programme	Social Welfare Department in Madras City 25 Towns of Tamilnadu and 2 tribal blocks	946	300	2,47,300	27,725
4) Health Centres	Health Services	744	300	35,630	---
				3,96,407	63,735

It can be seen from Table I, that out of a total of 3.96 lakhs of pre-school children covered under various nutrition programmes, 2.47 lakhs of pre-school children are covered under the special Nutrition Programme which is a 100% centrally sponsored scheme that is implemented in urban slums in Municipal Cities and towns with a population of over one lakh and also in tribal areas.

Care Feeding Programme in Balwadies:

This programme is in force in the rural areas and is implemented through the Balwadies in Collaboration with CARE. U.S.M. Powder and Salad oil supplied by CARE are distributed under this programme through which 994 balwadies in the rural areas function as feeding centres.

Under this programme 61,000 children and 30,000 pregnant and nursing mothers are now being covered. This programme is under the joint control of the Rural Development and Local Administration Department and the Social Welfare Department.

Demonstration Feeding Programme:

This is a 100 per cent centrally sponsored scheme and is in force in 28 Community Development blocks in the State. In each block five pre-schools come under this programme. In other words there are also 140 pre-schools under this programme, 7,000 children and 4,200 expectant and nursing mothers get the benefit of this programme. This programme is under the control of the Social Welfare Department.

Integrated Child Welfare Demonstration Project:

This programme is in force in one Community Development Block, viz. Poonamallee near Madras City. There are 50 pre-schools under this programme and 2,100 pre-school children constitute the beneficiaries under this programme. This programme was started on a Pilot basis in 1963 and was the first attempt at integrated Child Welfare in the state. This programme was originally sponsored by the Central Social Welfare Board, and subsequently transferred to the Social Welfare Department which is now incharge of this programme.

Family and Child Welfare Project:

In four Family and Child Welfare Projects, with six pre-schools each, 760 children are fed at a cost of 20 paise per child per day.

Applied Nutrition Programme (ANP):

This programme is designed to make the country conscious of nutrition, impart nutrition education to mothers and to bring about a change in their food and dietary habits.

Murthy (1971) lists the following objectives for ANP:

1. Showing that protective foods, eggs, poultry, fish, fruits and vegetables can be produced locally in sufficient quantities with community efforts
2. Encouraging the vulnerable sections of the population, namely children, pregnant women and nursing mothers to eat more of the protective foods
- and 3. Educating the community of the value and usefulness of better nutrition and how it can be achieved through community efforts.

The major production scheme under Applied Nutrition Programme are school gardens and poultry units (Gaikward, 1971). The target groups are the vulnerable sections of the population namely, expectant women, nursing mothers and pre-school children.

As Devadas (1972) and Sundaram (1973) ^{estimate} in 181 pre-schools which come under the scope of the Applied Nutrition Programme 7,240 pre-school children and 1810 expectant and nursing mothers are given eggs and vegetables, when available,

to supplement their meals. This programme is assisted substantially by UNICEF-United Nations Children's Fund - through the State Government.

Industrial Canteen Programme:

This comes under the control of Labour Department and is in force mainly in factories and labour lines. There are 77 feeding centres and 29,913 beneficiaries under this programme.

For the industrial Nutrition Programme the CARE in Madras, donates Bulgar wheat at the rate of 100 grammes per head for 150 days, CSM 100 grammes per head for 150 days, and 10 grammes salad oil per head for 300 days.

Special Nutrition Programme:

Under this scheme, children between 0-6 years are provided with 18 paise per child per day for food and 5.5 paise per child per day for transport and administrative charges is also given. For expectant and nursing mothers, 25 paise for food plus 5.5 paise per beneficiary for transport and administrative charges are allotted. The existing level of physical coverage under this programme per day is 2,47,300 children and 27,725 expectant and nursing mothers. Specially fortified and vitaminised bread is supplied by the Modern Bakeries unit at Madras under this programme. Besides milk is also supplied by the Tamilnadu Dairy Development

Corporation in Madras City. There are 946 feeding centres under this programme. The programme is under the control of the Department of Social Welfare.

Primary Health Centres (PHC)

With the help of CARE, 354 Primary Health Centres, 289 Municipal Health Centres and 101 Backyard Area Centres are distributing food to 35,630 children. CARE contributes 100 grammes of wheat and CSM and 10 grammes salad oil per child for 300 days.

Pre-schools in Tamilnadu were first started during the Third Plan period and about 747 pre-schools were opened during that period. The total number of pre-schools at present in the State, run by Government or Officially sponsored by the Government is 2,051 and 600 more will be opened during the next three months. Thus by the end of the Fourth Plan and on the eve of the Fifth Plan, we should have 2,651 pre-schools in our state. Table shows district wise distribution of pre-schools in Tamil Nadu.

TABLE II
PRE-SCHOOLS IN TAMILNADU

District	Total No. of pre-schools	Feeding programme sponsored by State Social Welfare Board	CARE feeding programme (CSM)	Demonstration Feeding programme	Integrated Child Welfare Demonstration Programme	Family and Child Welfare Programme	Pre-schools without any pre-school nutrition programme
1. Chingleput	162	3	49	10	50	6	44
2. North Arcot	191	6	105	15	--	--	65
3. South Arcot	163	2	100	10	--	6	45
4. Thanjavur	276	30	135	15	--	--	96
5. Trichy	166	3	79	15	--	--	69
6. Madurai	195	21	64	10	--	6	94
7. Tirunelveli	174	10	61	14	--	--	89
8. Kanyakumari	122	21	56	5	--	--	40
9. Coimbatore	140	3	42	11	--	6	78
10. Rannad	183	5	127	10	--	--	41
11. Salem	128	3	80	10	--	--	35
12. Dharmapuri	87	1	76	10	--	--	--
13. Nilgiris	42	7	20	5	--	--	10
14. Madras City	22	22	--	--	--	--	--
Total	2,051	137	994	140	50	24	706

Out of 2,051 pre-schools distributed in 14 districts, 1,345^{are} covered under some feeding programme.

C. Role of Pre-school Teachers:

The teachers who are sent to organise and run balwadies must be aware of the fact that they are entrusted with the most important nation building activity. They should always bear in mind that they are the foundation - layers doing a delicate and vulnerable job (Modak, 1958). A balwadi teacher should have a multi-disciplinary approach to the child welfare activities (Chowdhry, 1963). Thankaraj (1968) stresses that, a teacher in a pre-school is different from other teachers. Nair and Kulandaivel (1973) point out that the teacher has to play a very important role in the great task of preparing the child for tomorrow. She is not only a teacher but also a social worker. The pre-school teachers are expected to perform with professional competence the multiple roles as organiser, motivator, administrator, supervisor and co-ordinator of the programme (Agarwal, 1971).

According to Marni and Goyal (1972), the pre-school teacher in a balwadi has to come to the forefront and has to help the children to develop desirable food habits, personal cleanliness and she has to teach health and hygiene. Grant (1972) remarks that the teacher being a product of the village or town, helps her school, by sharing with the people, the common ideas, needs and goals.

D. Need for Training of Pre-school Teachers:

The success of any programme depends on the competence of those who run it. Such professional competence becomes indispensable when it comes to dealing with pre-school children. Training is necessary for any field of activity and it is more today because of scientific and technological advances - Ministry of Education and Social Welfare (1972). Verma (1968) opines that a person who wishes to reach little children has to have certain human qualities which no training programme can give. At the same time, one needs to recognise the fact that there are few 'born' teachers. We need to have training courses for preparing teachers in pre-school institutions. This professional training will provide necessary knowledge and skills of working with children.

As Grant (1972) suggests, the pre-school teacher should preferably be a product of the same village or town. The training and utilisation of paraprofessional personnel in the pre-school programme is very essential to augment the limited manpower resources available. In spite of their low or meagre educational qualifications, it would be desirable to employ local women, selected on the basis of their suitability to work with young children.

With this background the first training was organised at the Balsevika Training Centre in New Delhi in the year

1961 for a period of nine months, with 50 candidates on its rolls. Then the second Balasevika Training Centre was set up in Madras on March 7, 1962 using the model schemes as worked out for the Training Centre at Delhi (Rao, 1969).

According to Verma (1968), the main objectives of the teacher-education programme are as under:

- a) To provide understanding of the basic principles of growth and development of the pre-school child so that the students can learn to guide children effectively and also plan experiences and activities, based on the needs, abilities and interests of children
- b) To provide understanding of the parents and the significant role they play in the all round growth and development of their children
- c) To provide understanding of the community and all the external environmental forces that affect the growth and development of children
- d) To provide understanding of the philosophy and objectives of pre-school education
- e) To provide understanding of the basic principles of curriculum suitable for the pre-school child
- f) To provide experiences whereby students will learn to make effective practical application of the theoretical knowledge gained.

The agencies which offer training for balasevikas as reported by Rajjit Bhai (1968) are the Central Social Welfare Board, the Child Study Unit of National Council of Educational Research ^{and} Training, the Indian Council for Child Welfare, the Nursery Teacher Training Colleges in

U.P., Madras, Bombay and West Bengal, The Post Graduate Diploma Course in Baroda University and the Family and Child Welfare Projects in the States.

E. Child Welfare Centres of Government of Tamil Nadu:

It is now increasingly realized that it will not be desirable to approach the problem of child welfare in a piecemeal fashion and that some sort of package approach as in the sphere of Agriculture (Such as I.A.D.P. and I.A.A.P.) is called for. In other words our approach should be to provide all the early childhood services in a comprehensive programme through one administrative cum institutional funnel. The extensive network of pre-schools, widely diffused in the rural areas of all districts of Tamil Nadu would be the most appropriate agency for providing these services, in a comprehensive and package manner. The pre-school will then serve as the nucleus for dispensation of all the early childhood services in an organized and integrated manner. The Department of Social Welfare, Government of Tamil Nadu made a pioneering effort to open 600 new pre-school during 1973-74 with 100 per cent Central Assistance under the Crash Programme for educated unemployed. The details of the programme as given in the ensuing paragraphs are as per the G.O. Ms.No.776 dated 30th August, 1973, issued by the Social Welfare Department, Government of Tamil Nadu.

In this framework each pre-school will be re-designated as a Child Welfare Centre (CWC). The balasevika in charge of each Child Welfare Centre will be redesignated as Child Welfare Organiser and the Ayah in the Child Welfare Centre will be re-designated as the Child Welfare Assistant.

The 600 Child Welfare Centres came into existence during the year 1973-74. The list of centres is given in Appendix I. In selecting the villages for the location of the centres, preference was given to villages where there is predominance of weaker sections of population and where rent free accommodation for the centre was made available by the Panchayats.

Each Child Welfare Centre will have 60 children. The personnel will include a Child Welfare Organiser who will get Rs.100 p.m. as her salary and a Child Welfare Assistant with Rs.30 per mensem as her pay. Provision for contingencies and payment towards rent would be met by the State Government. Each Child Welfare Centre will be provided with a set of educational and general equipment worth Rs.300.

Prior to starting the centres, the Child Welfare Organisers were recruited by a special committee set up in each of the District Headquarters. The committee consisted of the following personnel:

1. Director of Social Welfare/Deputy Director/*chairman*
Chairman (Programme)
2. District Collector or his representative
3. The Chief Educational Officer
4. District Health Officer
5. Regional Public Relations Officer
- and 6. District members of the State Social Welfare
Board.

The appointment was given on a temporary basis, but it is likely to be continued for about five years.

Selection of the Child Welfare Organisers was based on the following criteria:

1. Candidates should have completed atleast the school final year (S.S.L.C.)
2. Preference will be given to
 - (a) Candidates ^{who} have already been trained for one year in the Balasevika Training Centre, Indian Council of Child Welfare, Madras.
 - (b) Candidates who have undergone nursery teachers training in any of the recognized training institutions in the State
 - (c) Candidates who are already working in the existing pre-schools and who have passed the S.S.L.C. Examination.

The age limit for the Child Welfare Organisers was fixed to be from 18-35 years. However, exemption was given to those who have already been working as balasevikas in the existing balwadies.

The proposed Child Welfare Organisers after recruitment were assigned to one of the six training centres, for institutional training for a period of two months. The Tamil Nadu State Government entrusted the task of giving training to the CWOs to the following institutions.

1. Indian Council for Child Welfare (Voluntary)
2. Avvai Home, Madras (Voluntary)
3. Balar Kalvi Nilayam, Madras (Voluntary)
4. Sri Avinashilingam Home Science College for Women, Coimbatore (Voluntary)
5. Gandhigram, Madurai (Voluntary)
5. Service Home, Tambaram (Government).

Each Training Centre was given the responsibility to train 100 Child Welfare Organisers in two batches of 50 each. The first batch had orientation training from 1.10.73 to 30.11.'73 and the second batch was trained from 1.12.'73 to 31.1.'74. To ensure uniformity among the six institutions in providing training, the twelve teachers (two per training centre) selected to train the Child Welfare Organisers were given a 14 days orientation training at Sri Avinashilingam Home Science College for Women, Coimbatore.

A syllabus for training the Child Welfare Organisers was drawn up by the Director of Social Welfare in consultation with eminent nutritionists, pre-school educationists and paediatricians.

The objectives of the syllabus were:

1. to make the candidate a friend, philosopher and guide to mothers with regard to child care and nutrition
 2. to train the candidate to provide care, recreation and education to the children and to attempt to achieve an optimum growth and development as supplemental to the home
 3. to train them to promote a proper climate for the healthy and balanced growth of the social and emotional aspects of the child's personality and to protect the child against the social and mental hazards of an unfavourable social environment
 4. to train them to promote an environment of security, love and acceptance and help the pre-school child so build up desirable attitudes, values and behaviour
- and
5. to help them to develop community awareness of the needs of the pre-school child and elicit participation in the welfare and development programmes for children in every village.

The syllabus included topics such as health, first aid and home nursing, nutrition, social welfare, hygiene and sanitation, child psychology, pre-school education, pre-school activities, civics, recreation, handwork, story telling and action songs. It was instructed to allot 40 per cent time for theory and 60 per cent for practicals and field visits.

F. Evaluation:

As Chitambar (1961) points out, the word evaluation has its origin in the Latin word 'valere' meaning to be strong or valiant. The dictionary meaning of the word is,

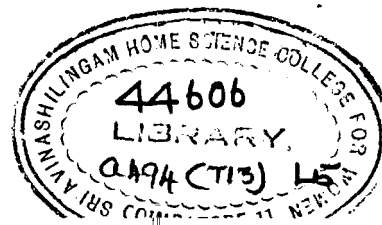
the determination of the value, the strength or worth of something, an appraisal, an estimate of force or of the making of a judgement of something.

Garg (1960) states that evaluation is a continuous process of examining and analysing the strong and weak points of a programme in order to make the programme successful. According to Kasiviswanathan and Sankaranarayanan (1964), evaluation is the measurement of progress being made on established objectives and goals and also an indication of the effectiveness of the methods employed. It is a part of the overall programme.

Gordon and Scrimshaw (1972), exhort that evaluation is an appraisal of the interventions. It is neither an assessment of inherent potentialities nor of possibilities under conditions other than those existing.

Evaluation is a process which involves a systematic attempt to measure the changes of effects that can be attributed to a programme, and then to compare these results with its goal. The purpose of evaluation is, therefore, to assure that a programme is actually accomplishing what it sets out to do (Rapporteur & Wray, 1973).

According to Sanders (1975), evaluation is increasingly looked upon as a technique to be utilised by community workers for regular feed-backs, with a view to improve the



programmes. Evaluation seems to be on the task of analysing and ^{mea}asuring effectiveness of programmes. Evaluation is the general process of judging the worthwhileness of some activities, and involves the specific use of scientific methods. This evaluation process enables the administrator or organiser to assess the effects of a particular action programme and thereby make progressive adjustments as would be necessary, to attain the goals set, more effectively.

According to U.S. Department of Agriculture (1959) and Directorate of Extension of Government of India (1957) evaluation is necessary,

1. to find out how successful certain activities have been
 2. to know where we are, where we want to go and how to get those
 3. to give us directions
 4. to help us to readjust the programme if necessary
 5. to build confidence
 6. to indicate the effectiveness of the methods employed in achieving the objectives
- and
7. to help any instructor to see how much of the programme has been grasped or understood by the trainees which in turn helps the instructors also to do self appraisal.

The major objectives of evaluation as Chitambar (1961) outlines are the following:

1. To help in the understanding the study of factors which make for success or failure

2. To induce workers to examine their objectives critically
3. To help workers make clear the purposes of programmes. Evaluation compels clarification of purpose for activity.
4. To make workers examine strong and weak points of their programme and guard against considering all details as of equal importance
5. To make workers examine the entire programme in terms of their objectives
6. To help workers limit objectives to those they can actually accomplish
7. To increase confidence in the programme both in the workers and in the rural people
8. To help workers determine how far their plans have progressed and to what extent their objectives have been achieved, so that they may gain psychological satisfaction, confidence and security
9. To compare the value of achievements of the programme with costs
10. To bring to light for knowledge and action, kinds of educational changes that are not easily observable and which therefore, require more precise methods of measurements
11. To facilitate the presentation of results for public support or withdrawal and evaluation thus serves a useful purpose in public relations
- and 12. To provide a means for testing methods, approaches and techniques used in programmes.

Thus the major purpose of evaluation is to review the present situation of the enterprise in order that the effectiveness and efficiency can be determined. Evaluation is primarily designed to determine whether or not these goals and objectives have been reached. However, when the

process is carried to completion, several beneficial results, largely educational are experimented.

There are several methods available for evaluation of any programme. The methods of evaluation as given by Rudramoorthy (1964) are described as follows:

1. Self evaluation:

This requires the self critical attitude which is so essential for extension work. It is the responsibility of workers to encourage this self evaluation on the part of all those who are involved in the implementation of the programme.

2. Internal evaluation:

It is the evaluation carried out by the agency responsible for the planning and implementation of the programme.

3. External evaluation:

It is the evaluation conducted by a person or a committee outside the area of operation.

The evaluation of training programmes aims at selecting, preparing and using devices for measuring what has or has not been learnt, and for determining both the procedures that have been effective in promoting learning and the nature of difficulties encountered by the trainees. The trainees should be guided in realising the value of knowing where they stand in relation to goals set for the course jointly by them and their teachers.

Evaluation of the training programmes should reveal, how the training is being received by the trainees. Reports of the evaluation of training programmes are meant to make the training more effective. Training programme and the trainees should be evaluated through a well planned and unbiased process and such evaluation reports should be utilised for the future of the programme. Evaluation reports of the training should be used to improve the programme but should not be considered as the final word. (Directorate of Extension and Ministry of Food and Agriculture, 1963).

Rapporteur and Wray (1973) describe the following types of evaluation.

a) Evaluation of operational programmes:

The fundamental question to be answered is:

Is this particular operating programme, in this place, achieving its stated objectives?

The data required to answer this question must, by and large, be obtained as a by-product of the routine operation of the programme. It is therefore necessary to plan early in programme development to build into the activities of the programme procedures which will facilitate and assure regular, reliable collection of the needed information.

b) Evaluation of pilot programmes:

Here several important questions must be answered.

Can and will this programme method achieve the defined objectives?

How can the initial programme design be improved to make it more efficient, more effective and less costly?

What are the resources required to carry out this programme effectively? What are their real cost?

c) Evaluation of national programmes:

At the national level, evaluation is more comprehensive in scope and varies in purpose and content in different phases of programme development.

When a programme is first proposed, it requires expert evaluation on two counts. (1) Can it actually be carried out, and (2) if it is, will the results be worth the resources consumed. This early evaluation is called feasibility study. Its purpose is to examine the problem, evaluate its seriousness and extent, catalogue available resources and determine possible solutions.

d) Concurrent Vs. final evaluation:

Concurrent evaluation is the process of monitoring the programme as it goes along. It requires collection of data, on a regular basis, that will:

- 1) Indicate whether or not target populations are being reached on schedule
- 2) Reveal whether the nutritional status of the children is improving
- 3) Identify problems arising in a given programme that require attention and perhaps the assistance of programme supervisors for solution

- 4) Provide evidence and satisfaction to the personnel carrying out the programme, as well as the mothers of the children, that the programme is indeed beginning to succeed. Concurrent evaluation, systematically applied, greatly facilitates the final evaluation.

Final evaluation is carried out at the end of the programme. Its purpose is to provide planners with reliable information on how close the programme in its final form has come to meeting its stipulated goals. It offers a sound basis for future decisions, in the same area, e.g. whether the problem has been eliminated, whether to continue the programme, or whether to modify it and if so how.

e) Evaluation of programmes of food preparations:

Its purpose is to determine the nutritional effectiveness of a new food preparation under field conditions. It requires the investigator to attempt to measure actual intake of the test preparation and to evaluate in terms of its success in reaching this target population and improving their nutritional status.

f) Evaluation of nutritional status:

Data concerning numbers of programmes established, home gardens, attendance figures, quantities of supplements distributed, nutrition classes given to mothers, and many other similar kinds of information, do not reflect the nutritional status of children. Simple anthropometric data, on the other hand, namely the height and weight measurements, regularly obtained in the routine operation of the programme, can provide such information.

g) Baseline data for evaluation:

Satisfactory evaluation requires some measure of achievement in reaching the target population. This in turn makes the need for baseline data inescapable for truly satisfactory programme evaluation.

h) Cost analyses:

As the importance of rationalizing National Planning for the allocation of scarce resources becomes more widely recognized, proponents of particular programmes will find that in order to compete successfully with proponents of other programmes, they will have to be able to demonstrate that a favourable return will ensue from the expenditure of resources in their programme. Benefit/cost analysis is the technique which has been developed by economists for making such determinations.

i) Behaviour evaluation:

The assistance of social or behavioural scientists' expertise may immensely be valuable in evaluating the changes in maternal attitudes and behaviour which must occur if the desired results in the children are to be achieved.

In Extension Education, the term evaluation, grew out of a demand for the educators to work out ways of assessing their results. The term evaluation was suggested rather than the term measurement, since it was felt that the latter implied an assessment more exact than was possible in education.

There are different degrees of accuracy in evaluation depending on what is to be evaluated. Expressing an opinion, for example, with regard to the satisfaction derived from a meal, calls for less accuracy than the assessment of the efficiency of village level worker trainees. The greater the importance ascribed to the judgements made and what is to be judged, the greater would be the exactness and accuracy demands from evaluation. Any individual concerned with improving personal performance subjects himself to self evaluation, for individual efficiency is closely related to how critically and thoroughly a person analyses his own performance. Although it is an effective form of evaluation, self evaluation is limited largely to the individual worker with its scope restricted to the individual's range of experiences.

The term evaluation in this sense is a relatively new one as applied to the field of rural development and the training of personnel for these programmes.

Specifically, the evaluation of training programmes refers to the scientific process of assessment of the changes that have taken place in the attitudes, knowledge and skills among trainees, teachers and all other participants in the programme, since learning experience is shared in the effects that have resulted from the operation of the programme. These changes will be in terms of specified goals for all participants in the programme and for the total programme itself.

There are certain criteria in the absence of which the evaluation of a programme of training or development cannot be effectively carried out. These are: 1) Clearly defined objectives, 2) Valid instruments of measurements, 3) Objectivity, 4) Reliability, 5) Accurate evidence of change and 6) Practicability.

Steps in evaluation:

The following are the major steps in an effective programme of evaluation.

1. Formulate overall objectives
2. Clarify objectives and make them specific
3. Identify indicators or the type of evidence that will indicate movement towards the objective or achievement of it
4. Develop techniques and methods of measuring accomplishments
5. Consider and decide on the design of the evaluation
6. Decide on what data are necessary to obtain evidence of achievement of objectives
7. Select samples and collect data
- and 8. Organise and analyse data and interpret results.

In the evaluation of training programmes, the following are the five major aspects to be faced.

1. Evaluation of the total effects of the training programme

2. Evaluation of the methods, techniques and media used in the programme in order to achieve its objectives
3. Evaluation of the instructors
4. Evaluation of the trainees
- and 5. Evaluation of what has been taught.

III. EXPERIMENTAL PROCEDURE

The procedure adopted for this study included the steps enumerated below:

- A. Selecting the Sample for the Study
- B. Selecting the Method for the Study
- C. Designing the Data Collection Device
- D. Conducting the Study
- and E. Processing the Data Collected.

A. Selecting the Sample for the Study:

The Department of Social Welfare, Government of Tamil Nadu gave training to 600 girls during the year 1973-74 to serve as 'Child Welfare Organisers' in the Child Welfare Centres. It was decided to include, all these 600 Child Welfare Organisers spread all over Tamil Nadu State for this investigation. Appendix I gives the list of Child Welfare Centres situated in the 14 districts of Tamil Nadu.

B. Selecting the Method for the study:

Sivathanu
As Pillai (1974) points out, mailed questionnaire which contains a number of exact questions and blank spaces for answers, is sent to the various respondents who are expected to give their answers in the blank spaces.

A covering letter is also sent explaining the purpose of the enquiry. A time limit is fixed for the return of the questionnaire. This method is widely followed by private individuals and research organisations.

'Mailed questionnaire' method was selected for this study because of the following reasons:

1. The sample were scattered all over Tamil Nadu
2. The sample consisted of educated members
- and 3. The investigator wanted the sample to have full freedom in expressing their frank opinions.

C. Designing the Data Collection Device:

The investigator carefully went through the syllabus worked out by the Department of Social Welfare, Government of Tamil Nadu for the training of the Child Welfare Organisers, which served as a guideline for formulating the questionnaire for evaluation (Appendix II).

The questionnaire thus prepared (Appendix III) called for information on the biodata about the Child Welfare Organisers, facilities available in the Child Welfare Centres, activities for children, methods of imparting education to children, details about feeding programmes, health conditions of children, parent education, guidance and supervision for the Child Welfare Centres, details about the training of the Child Welfare Organisers, problems in running the Child Welfare Centres and suggestions to strengthen the same.

The technique 'mailed questionnaire' has limited or no chances of developing rapport with the clientele or clarifying the doubts of the respondents. Therefore there should not be room for any vagueness or ambiguity in the statements included. As a measure of pretesting the questionnaire prepared, the balasevikas incharge of 10 randomly selected balwadies in Coimbatore District were approached and requested to fill up the questionnaire on their own. The responses enabled the investigator to check the appropriateness of the content and wording of the questions. The questionnaire was finalised after incorporating necessary modifications as emerged from the test.

D. Conducting the Study:

The Director of Social Welfare, Government of Tamil Nadu, was approached and his permission obtained to conduct this study (Appendix IV). The list of Child Welfare ^{Centres} was got from the Department of Social Welfare. The Director of Social Welfare was requested to issue necessary directions to the respective Panchayat Union Commissioners and District Women's Welfare Officers, explaining the purpose of the study and seeking their immediate action to guide the Child Welfare Organisers to respond to the study, and this request was kindly obliged (Appendices V and VI).

After receiving the permission from the Director of Social Welfare, the questionnaire were mailed to the

concerned Panchayat Union Commissioners with covering letters both to the Child Welfare Organisers and to the Commissioners, ensuring them of the confidentiality of the data and seeking their early response (Appendices VII and VIII).

The Child Welfare Organisers were given sufficient time (15 days) to fill up the questionnaire. A short period was decided because, there may be a tendency on the part of the respondents to postpone answering the questionnaire or forget about it if more time gap was given between the date of sending the forms and their returning to filled up forms. Self addressed stamped envelopes were enclosed to facilitate the respondents to return the questionnaire duly filled in without any encumbrance.

E. Processing the Data Collected:

Out of the 600 questionnaire despatched, 300 were returned duly filled in, by the 15th February, 1975, which were taken for processing the data. Owing to constraint of time on the part of the investigator, the questionnaire received after 15th February 1975 were not included for this study*. The distribution of the respondent according to Panchayat Unions and districts is presented in Table III.

* The total forms received till 15th March '75 were 360.

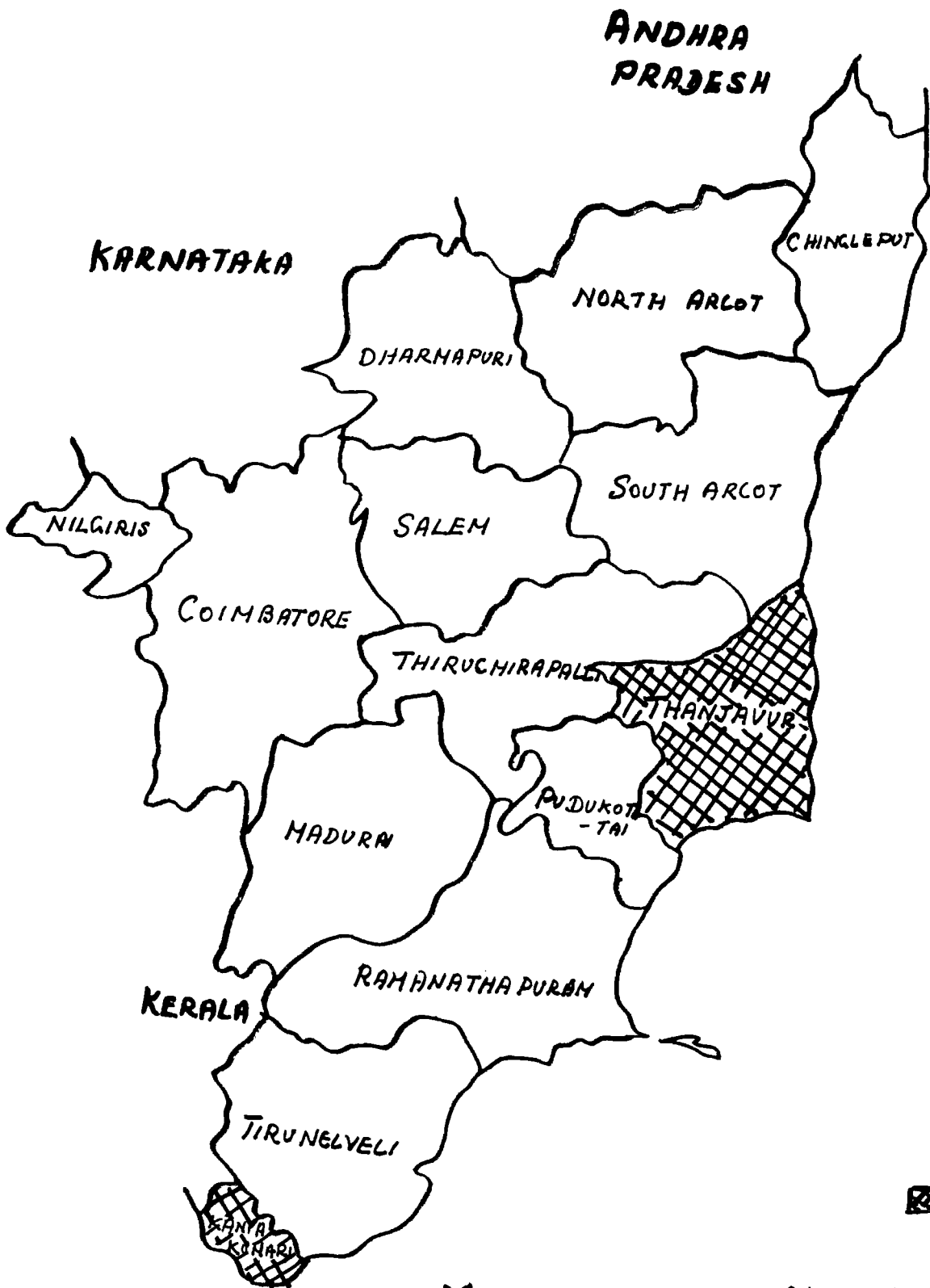
TABLE III


DISTRICTWISE DISTRIBUTION OF CHILDWELFARE ORGANISERS RESPONDING TO THE STUDY

No.	District	Number of Panchayat Unions responding	Number of respondents in each district
1.	Salem	11	37
2.	Tirunelveli	10	32
3.	Coimbatore	9	32
4.	Madurai	9	31
5.	South Arcot	8	35
6.	North Arcot	7	32
7.	Chingleput	7	27
8.	Ramanathapuram	6	27
9.	Dharmapuri	4	17
10.	Thiruchirapalli	4	15
11.	Nilgiris	2	10
12.	Pudukkottai	1	5
	Total	78	300

The 300 Child Welfare Organisers responding to the study were spread in 78 Panchayat Unions of 12 Districts of Tamil Nadu, pointing out the widespread nature of the sample. Figure 1, illustrates the districts represented in this study. There was no response from the districts of Kanyakumari and Tanjore.

The data collected were analysed and the findings are presented and interpreted in Chapter IV.



 No response

MAP OF TAMILNADU INDICATING THE DISTRICTS INCLUDED FOR THE STUDY
FIGURE-1.

IV. RESULTS AND DISCUSSION

The findings of this study are presented and discussed in the following sequence:

- A. Information regarding the CWOs*
- B. Details about the CWCs**
- C. Activities in the CWCs
- D. Methods and Aids used by the CWOs
- E. Feeding Programmes in the CWCs
- F. Health and Hygiene of Children in the CWCs
- G. Parent Education Programmes in the CWCs
- H. Supervision and Guidance in the CWCs
- and I. Opinions of CWOs on the programme.

A. Information regarding the CWOs:

The information about the CWOs are discussed under the following headings:

- 1. Bio data of the CWOs
- and 2. Particulars about the training of CWOs

* The term CWOs will be used throughout this chapter and the subsequent chapter to designate the Child Welfare Organisers.

** The term CWCs will be used throughout this chapter and the subsequent chapter to designate the Child Welfare Centres.

1. Bio data of CWOs:

Ninety percent of the CWOs had completed high school education while the rest had studied upto pre-university level. With regard to experience, 77 per cent reported that they had started their career as CWOs. Sixteen percent had previous experience of working as balasevikas even prior to their formal training to be a CWO. The background experience of seven percent was not known because of their lack of response to this question.

2. Particulars about the training of CWOs:

The fact, that all the 300 CWOs mentioned correctly the sponsoring authority for the training (Department of Social Welfare, Government of Tamil Nadu) is to be appreciated.

The objectives with which the CWOs came forward for training are enlisted in Table IV.

TABLE IV
OBJECTIVES OF CWOs IN JOINING THE TRAINING PROGRAMME

S.No.	Objectives	Percentage of CWOs stating
1.	To do social service	45
2.	To work for children's welfare	20
3.	To seek for a job	18
4.	To gain knowledge on child care	9
5.	To improve knowledge about running the balwadi	8
6.	To fulfil personal interest	2

It is encouraging to note that only 18 per cent CWOs had considered the training only as a means to get a job. All the others viewed the training as a preparatory ground to enable them to work for the community. When the reasons behind the choice of CWOs to work in the Child Welfare Centres were explored, interest to serve the community (41 per cent) and love towards children (38 per cent) were mentioned;

The concrete outcomes of the training as mentioned by the CWOs are illustrated in Table V.

TABLE V
SPECIFIC OUTCOMES OF THE TRAINING AS MENTIONED
BY THE CWOs

S: No.	Outcomes	Percentage of CWOs stating
1.	Gained subject matter knowledge on Child care; Nutrition, Health and Hygiene, Family Planning and Small Savings	47
2.	Were enabled to help children	33
3.	Were helped to run the pre-school in a proper way	25
4.	Were guided to develop rapport with parents	7

It is interesting to note that the CWOs were conscious of the definite benefits accruing to them from their training.

Table VI presents the opinions of CWOs with regard to the usefulness of the subjects taught during the training period.

TABLE VI
USEFULNESS OF THE SUBJECTS TAUGHT DURING THE
TRAINING PERIOD

S. No.	Subject	Percentage of CWOs finding the subject useful
1.	Health	83
2.	Foods and Nutrition	72
3.	Child care	67
4.	Creative activities	58
5.	Parent education programmes	14

The purpose of the training was served, as indicated by the favourable responses of the CWOs.

The CWOs were in a position to offer practical suggestions. Sixty one per cent of CWOs suggested that the training period should be longer. The other suggestions were, improving the subject matter content, inclusion of field trips to many pre-schools, provision of more opportunities to prepare teaching aids, training in maintenance of records, organising frequent refresher courses and supply of suitable literature during the training period.

It is encouraging to find that the CWOs tried to maintain contacts with the training centres through correspondence, personal visits and obtaining suitable literature and guidance materials for running the Child Welfare Centres.

B. Details about the CWC:

The CWCs under study had been established during the years 1973 and 1974. Only in 18 out of the 300 villages, there were private balwadies other than the reference CWCs.

The data obtained on enrolment of children in the CWCs was scrutinized. A comparison of attendance in the beginning stage of the CWC with that in the existing stage revealed that in the case of 41 per cent CWCs, there was improvement in enrolment, while 19 per cent CWCs showed neither improvement nor deterioration in enrolment. On the otherhand 39 per cent CWCs recorded a fall in attendance the reasons for which were stated to be absence of feeding programmes, detrimental impact of caste feeling in the village resulting in the exclusion of Harijan children from the rolls and lack of sustained interest on the part of the parents. However, attention may be called to the fact that the time gap between the initiation of the CWCs and the present evaluation is too narrow to come to any decisive conclusions about the enrolment figures.

The details of the Child Welfare Centre building are given in Table VII.

TABLE VII
DETAILS OF CWC BUILDING

S.No.	Place for CWC	Percentage of CWOs stating
1.	Rented Building	28
2.	Community centres	25
3.	Panchayat building	16
4.	Own building	8
5.	Rent-free building	7
6.	Elementary school	6
7.	No answer	10

It is heartening to note that 54 per cent of CWCs were in a fortunate position to have rent-free public buildings. Eight per cent of CWOs were in an enviable position of possessing own buildings, for the CWCs.

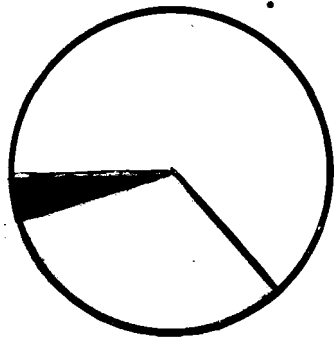
The opinions of the CWOs about the buildings assessed in terms of adequacy of space, ventilation, lighting, sanitary, conditions and safety for children are given in Table VIII and Figure 2.

TABLE VIII
OPINIONS OF CWOs REGARDING THE BUILDING
FACILITIES

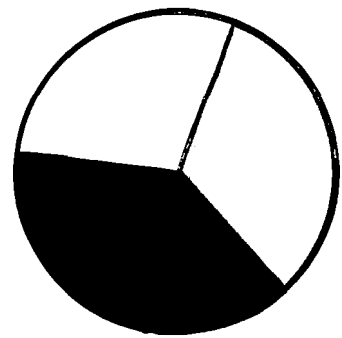
S. No.	Aspects of evaluation	Percentage of CWOs stating		
		Ade- quate	Fairly adequate	Nil
1.	Lighting	63	33	4
2.	Ventilation	58	29	13
3.	Sanitary conditions	48	38	14
4.	Safety for children	41	33	26
5.	Adequacy of space for -			
	a. outdoor play	40	37	23
	b. rest for children	35	33	32
	c. daily activities	31	47	22
	d. storing	30	32	38
	e. serving food	29	41	30
	f. cooking food	25	29	46
	g. gardening	13	23	64

With reference to lighting and ventilation facilities, more than 50 per cent of CWOs expressed them to be adequate. The sanitary conditions and safety measures were also stated to be satisfactory in more than 40 per cent cases. On the otherhand, the adequacy of space for outdoor

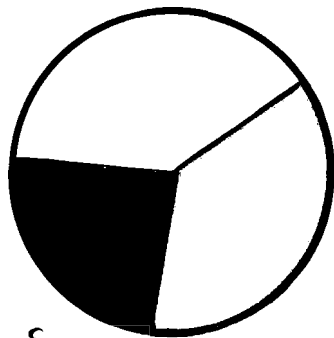
Scale
10 percent = 36



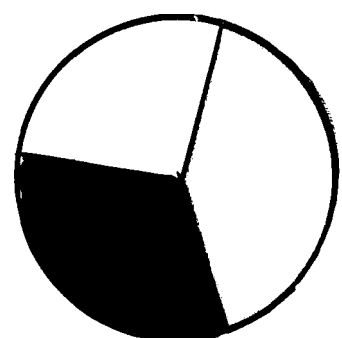
Lighting



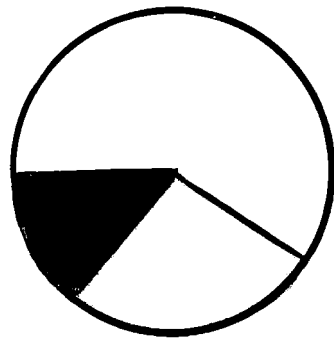
Storing



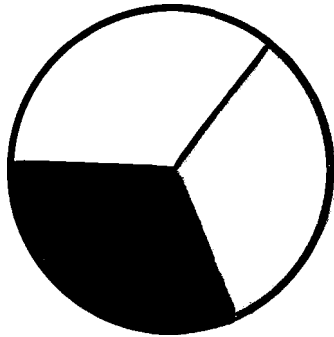
Space for:
Outdoor play



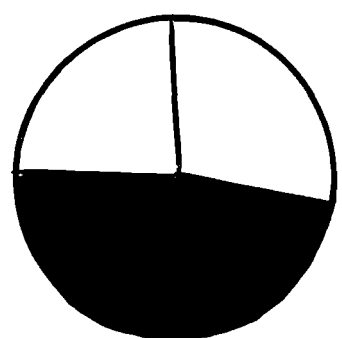
Serving food



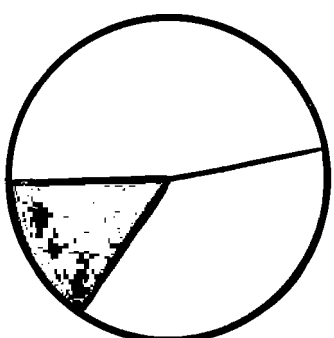
Ventilation.



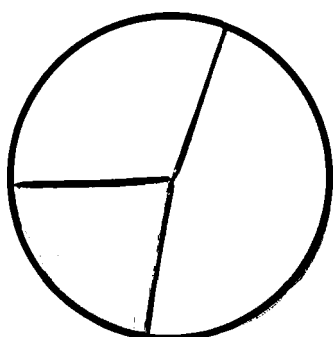
Rest for Children



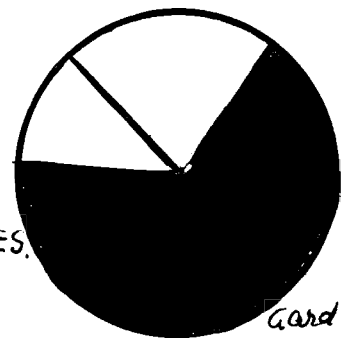
Cooking food



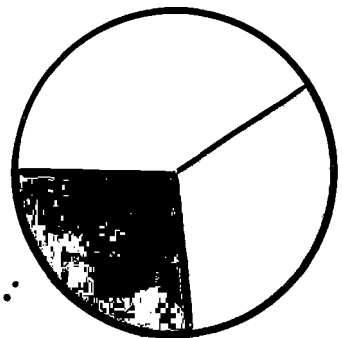
Sanitary Conditions



Daily activities



Gardening.



Safety for Children

OPINIONS OF CWOs
REGARDING BUILDING FACILITIES.

FIGURE 2.

key

	Adequate
	Fairly adequate
	Nil.

play, daily activities, food preparation and storage facilities was reported to be satisfactory in less than one third the number of the total CWCs.

C. Activities in the CWCs:

The activities of the Child Welfare Centres under study, as reported by the CWOs were prayer, personal cleanliness of children, story, telling, learning songs and alphabets, outdoor and indoor plays, drawing, teaching language and moral lessons. While 80 per cent of CWOs had allotted time for sleep in 20 percent centres the rest period was not provided, owing to the fact that they had no midday meals programme and no space for the children to sleep.

D. Methods and Aids used by the CWOs:

This aspect deals with

1. Methods used to educate the children
- and 2. Teaching aids prepared by the CWOs.

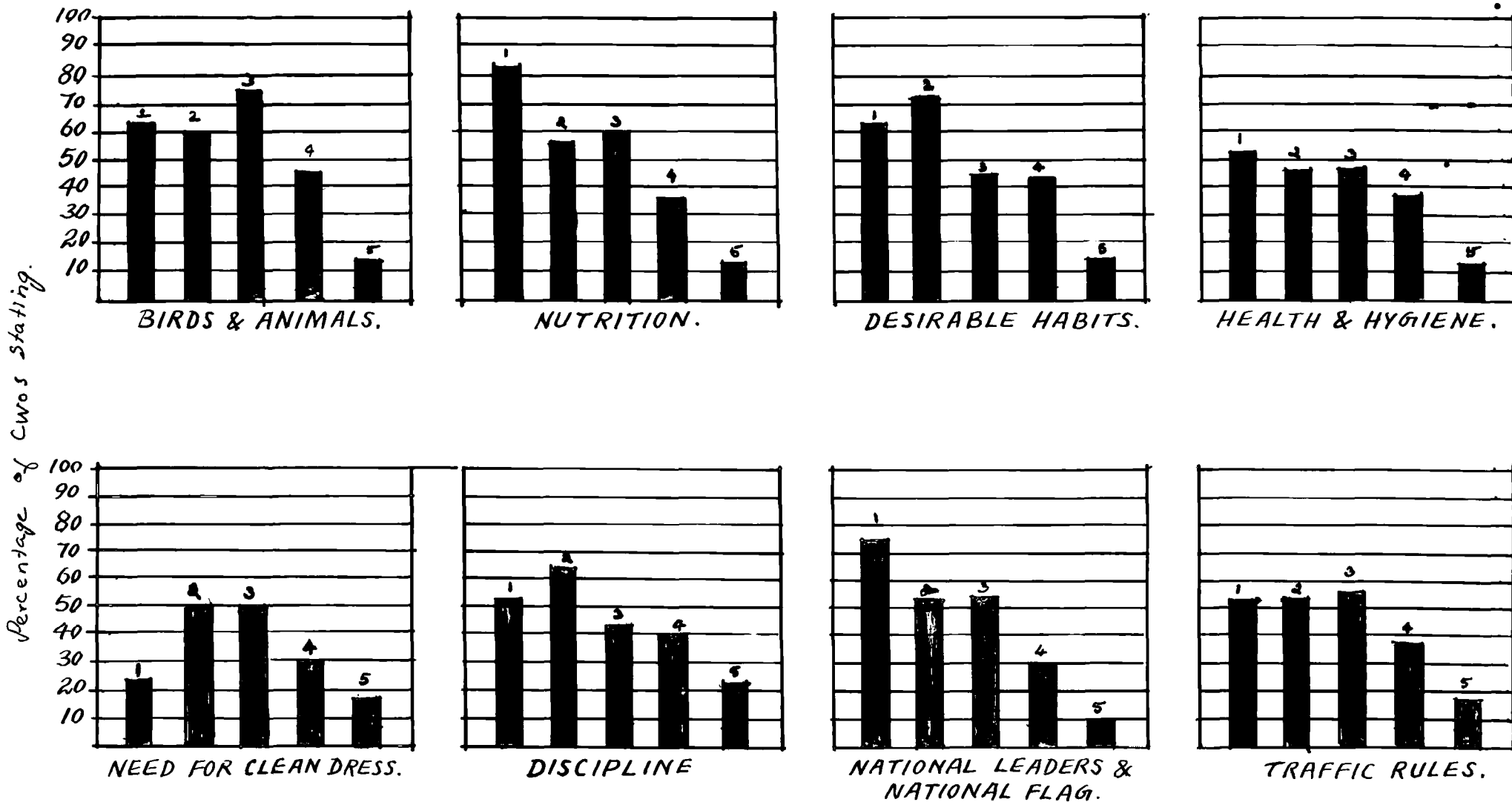
1. Methods used to educate the children:

Birds and animals, nutrition, good habits, health and hygiene, need for clean dress, discipline, national leaders, national flag and traffic rules were the topics reported to be taught to the children. The methods adopted to impart education to children on these topics are given in Table IX and Figure 3.

TABLE IX
METHODS USED TO EDUCATE THE CHILDREN

S. No.	Topics	Percentage of CWOs utilising the methods				
		Songs	Stories	Pictures	Play materials	Dramatization
1.	Birds and animals	63	60	75	45	12
2.	Nutrition	82	57	59	32	13
3.	Good habits	63	73	44	42	14
4.	Health and Hygiene	53	48	46	37	11
5.	Need for clean dress	25	50	51	30	18
6.	Discipline	51	65	42	40	21
7.	National leaders and National Flag	75	53	53	30	10
8.	Traffic rules	50	51	54	36	16

Songs and stories appear to be the most popular methods of teaching all the topics, while use of pictures gets the next place. Use of play materials for teaching the lessons was found to be limited which may reflect on the dearth of availability and supply of suitable play materials. This fact needs further exploration by those concerned with the production of low cost toys and also the Government, which undertakes the supply of a set of play materials to these Child Welfare Centres.



METHODS USED TO EDUCATE CHILDREN ON VARIOUS TOPICS.

- METHODS.
- Scale
1 cm = 20 per cent
1. SONGS.
 2. STORIES.
 3. PICTURES.
 4. PLAY MATERIALS.
 5. DRAMATISATION.

FIGURE - 3.

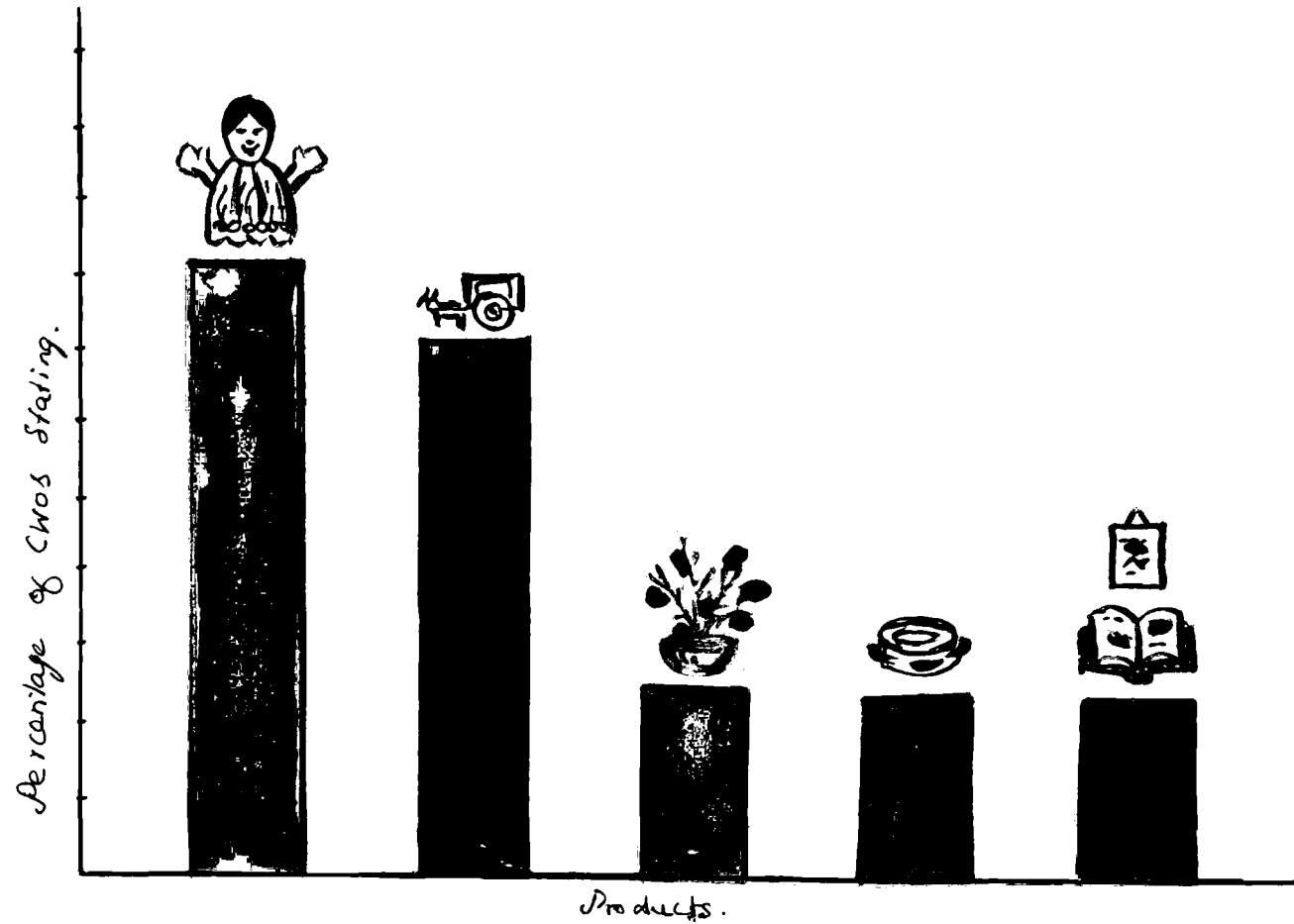
2. Teaching aids prepared by the CWOs:

It is heartening to find that 270 out of 300 CWOs (90 per cent) had prepared their own teaching aids which included pictures, charts, toys and play materials, models and albums. It is interesting to note that 75 per cent of the CWOs were utilising waste materials available, for creative activities. The materials utilised for creative activities are waste paper, empty match boxes and cigarette boxes, waste cloth, mud, old tins, egg shells, cotton, beads, bottle lids, old cardboard and non-edible nuts. Table X and Figure 4 depict the products of such creative activities.

TABLE X

PRODUCTS OF THE CREATIVE ACTIVITIES

S.No.	Articles made	Percentage of CWOs reporting
1.	Toys	41
2.	Play materials	36
3.	Decorative pieces	13
4.	Musical instruments	12
5.	Albums and charts	12



PRODUCTS OF CREATIVE ACTIVITIES.

FIGURE 4.

Scale.
2cms = 10 percent.

The products indicate the creative talents of the CWOs which may be reflective of the positive influence of their training. The CWOs firmly stated that these products were highly useful both as aids for their teaching as well as for kindling the imagination and creative abilities of the children.

E. Feeding Programmes in the CWCs:

It is evident from the answers given by the CWOs that in 198 (66 per cent) Child Welfare Centres there were feeding programmes while in 102 (34 per cent) Child Welfare Centres, there were no midday meals programmes for children.

The midday meal was provided to children with Government's assistance and supply of CARE foods. Among the 300 CWOs, only 19 expressed that they received local contribution.

The details of the feeding programmes are discussed under the following headings:

1. Meal pattern
2. Food preparation and serving
3. Purchase of foodstuffs
- and 4. Methods of storing foodstuffs.

1. Meal pattern:

The general meal pattern mentioned by the CWOs is as follows:

Monday: Sambar rice/vegetable rice/dhal rice/balahar/csm

Tuesday: Rice with greens and dhal kootu or Lime rice/Balahar/CSM

Wednesday: Kambu pittu/Ragi pittu/Adai with greens/Balahar/CSM

Thursday: Uppuma with vegetables/Pongal/Vegetable rice/CSM

Friday: Payasam/Snacks/ Rice/Balahar/CSM

Saturday: Tomato rice/Tamarind rice/Curds rice/Dhal rice/Kambu/Ragi preparations.

Table XI and Figure 5 give information on the inclusion of different foodstuffs.

TABLE XI

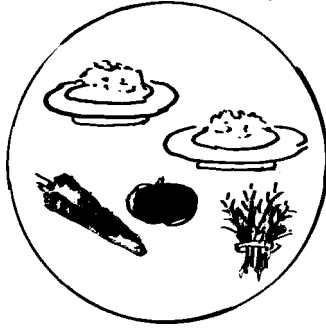
INCLUSION OF FOODSTUFFS IN THE FEEDING PROGRAMMES

S.No.	Foodstuffs	Percentage of CWOs stating
1.	Cereals, pulses, vegetables and greens	96
2.	Cereals alone	64
3.	Cereals and pulses	31
4.	Cereals, greens, vegetables and fruits	28
5.	Cereals and curds	1

It is clear from the data that the CWOs have used the locally available foods like ragi, kambu, greens, tomato, papaya and other vegetables and fruits in the midday meals. This may probably be due to the knowledge gained

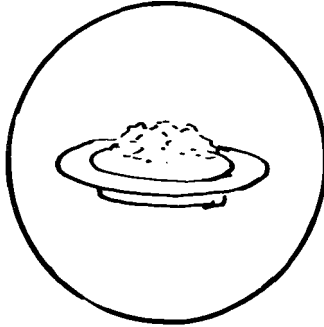
Cereals, pulses, vegetables & fruits.

Percentage of cows
staying.



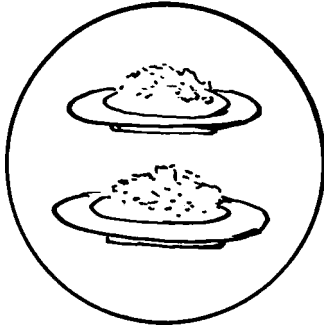
96%

Cereals alone



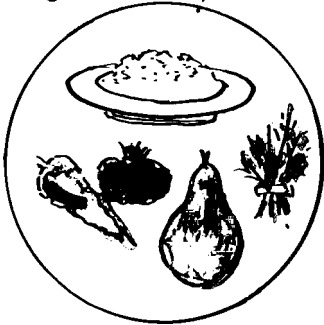
64%

Cereals & pulses.



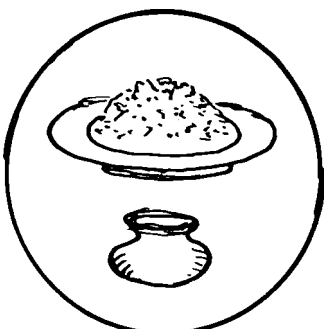
31%

Cereals, greens, vegetables & fruits.



28%

Cereals & curds.



2%

Inclusion of foodstuffs in the
feeding programme.

FIGURE-5.

by the CWOs during the training programme regarding the inclusion of indigenous foodstuffs.

Out of the 198 CWOs who reported of having feeding programmes, 107 CWOs expressed that they would modify the meal pattern to suit the availability of seasonal foods in the local areas and the interests of the children taking part in the feeding programme.

2. Food preparation and serving:

It was found that out of the 198 CWCs, in 126 (64 per cent), the ayah took the responsibility of cooking foods for children. In the remaining 72 Centres the CWOs themselves prepared the meals. The meals were reported to be prepared in the centre itself by 183, whereas 15 CWOs were preparing the meals at their own homes, for want of space in the CWC. Sixty-eight CWOs expressed problems in preparing the meals which included, lack of space for cooking meals, inadequacy of utensils for cooking, insufficiency of money and absence of help in preparing meals.

With regard to serving of meals to children, the ayah contributed maximum help to the CWOs. It was noted that in the case of 128 CWCs, the ayahs were entirely responsible for serving meals, while in 55 centres the CWOs alone were doing the serving. The job was reported to be shared by

both in 15 centres. The problems in serving meals to children as mentioned by 23 CWOs were inadequacy of serving utensils, lack of space and no helper (ayah) to serve the meals.

Only 10 child Welfare Organizers reported that they were getting the help from the local people in terms of cash or kind for the midday meals.

3. Purchase of foodstuffs:

For midday meals the provisions such as cereals and pulses were purchased in bulk, once a month by majority of the CWOs. With regard to vegetables, daily or weekly purchases were made.

Local shops were the main places of purchase of ingredients (53 per cent). Only 14 per cent reported of purchasing in co-operatives, because of absence of co-operatives in many of the villages.

The CWOs themselves took the responsibility of purchasing the ingredients. In the case of 24 CWCs, the CWOs reported that the Panchayat Union Commissioners, Mukhya Sevikas, and Gramasevika helped in procuring the ingredients.

The general problems arising while purchasing the foodstuffs were difficulty in transporting the foods inability get travelling allowance in time, shortage of money for

purchase of adequate foodstuffs and non availability of all items in one place at the time of purchase. Only in four CWCs, there were facilities for having garden near the centre where vegetables like drumstick, tomato, beans, papaya and greens were grown and the products of the garden were used for the feeding programmes.

4. Methods of storing foodstuffs:

Tins and boxes were the common devices utilised by 36 per cent and 33 per cent of the CWOs respectively, for storing foodstuffs such as cereals, pulses and other dry ingredients. With regard to preserving the foodstuff the problems encountered were rat disturbances, inadequacy of space and containers and seepage problem in the room during rainy season. The CWOs who had these problems suggested to have a 'pucca' building and supply of more tins for storing the ingredients.

Baskets, wet cloths, vessels and polythene covers were used for storing vegetables. It is interesting to note that 12 CWOs were using Janatha refrigerator. This knowledge needs to be spread to the others also.

F. Health and Hygiene of Children in the CWCs:

The CWOs were asked to answer whether they were able to identify the healthy from the unhealthy children. Ninety-six per cent answered in affirmative and the factors

through which they could identify were the activeness of children (39 per cent), the physical appearance of children (30 per cent), attentiveness in class (12 per cent), general conditions of well-being of children (five per cent), the height, weight and expressions (5 per cent) and food and sleeping habits (five per cent).

Out of the 300 CWCs, only in 135 centres there were health check-up done either by health visitors of Primary Health Centres (116) or by the private doctors (19). The frequency of health check-up was once in a fortnight in 39 CWCs, once a month in 87 centres and once in three months in nine centres. In one centre it was carried out once a year. In 165 centres there were no health check-up for the children. Since health and hygiene is an essential component of the integrated Child Welfare Programme, the concerned authorities can take efforts to arrange to provide regular health check-up measures for the children attending the Child Welfare Centres.

The problems faced in arranging for medical check up for children were lowering of the attendance of the children due to fear, inadequate supply of medicines, objection by parents due to ignorance, irregularity of the health staff and absence of the much needed weighing machine in the Child Welfare Centres. The CWOs should take note of this fact and attempt to educate the parents about the importance of health

check-up through a well organised programme of parent education in collaboration with the Primary Health Centre.

In 105 Child Welfare Centres the CWOs were noting down the heights of children. The frequency was reported to be once a month in 31 centres, once in three months in 48 centres and once in six months in 16 centres and in the remaining 10 centres only at the time of medical check up, by the nurse. It is surprising to note that only in 18 centres, there were facilities for first aid to help children in the case of any accidents.

G. Parent Education Programmes in the CWCs:

It is rather surprising to note that only one hundred (33 per cent) CWOs had mentioned about the existence of Parent Teacher Associations in their Child Welfare Centres. The frequency of meetings of the Parent Teacher Associations is as follows:

	<u>Frequency</u>	<u>CWOs of Number of CWCs of Balvadies</u>
1.	Once in a week	4
2.	Twice in a month	3
3.	Once in a month	60
4.	Once in two months	23
5.	Once in six months	4
6.	No answer	6

	Total	100

The membership in the Parent Teacher Associations ranged from 10 to 40. The Child Welfare Centre elementary schools, Mahalir mandrams or other public places were used as venues for the Parent Teacher Association meetings. Irrespective of whether or not a regular Parent Teacher Association existed, Parent Education classes were reported to be conducted by 152 CWOs.

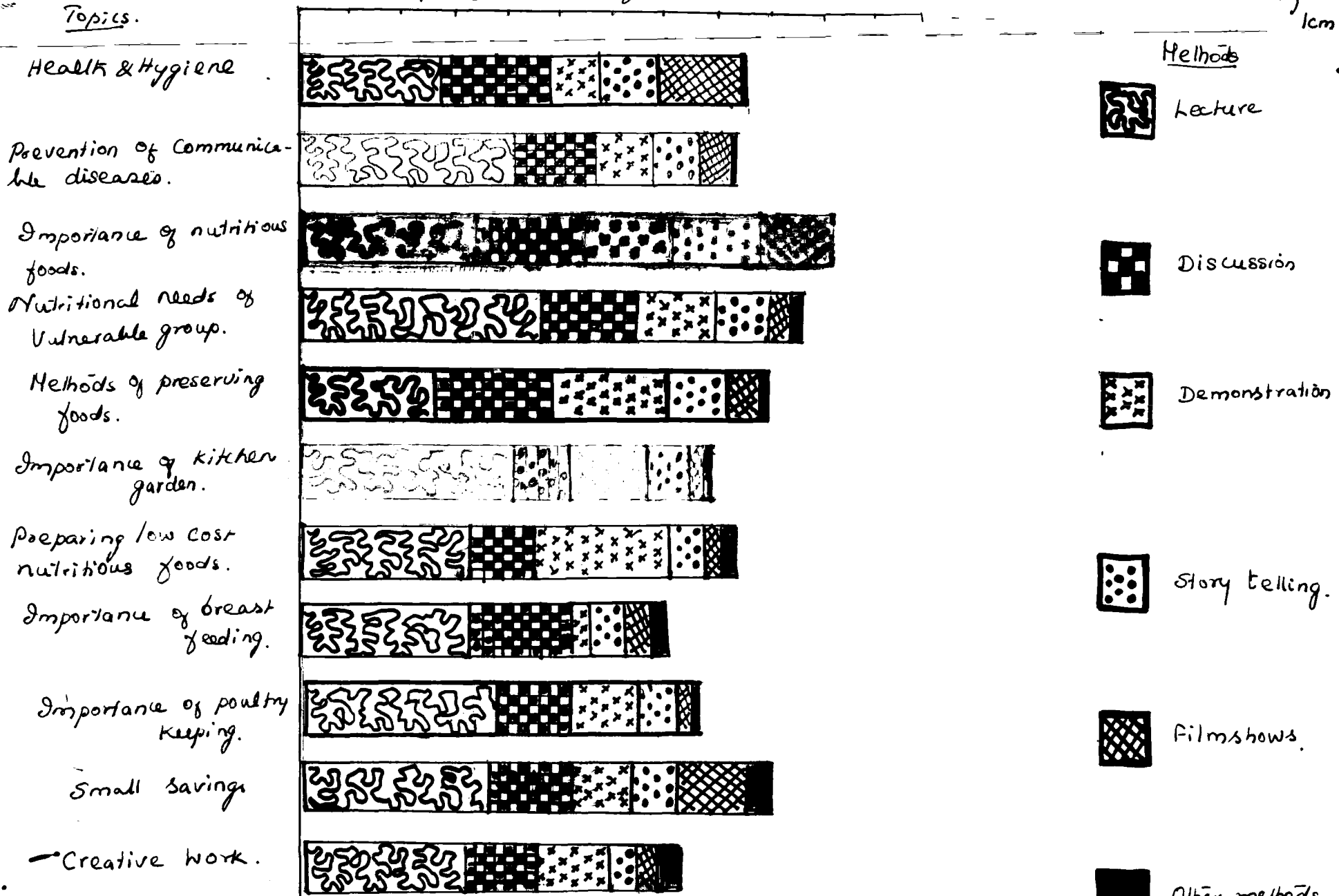
The topics which were discussed during the Parent Education classes and the methods used are given in Table XII and Figure 6.

TABLE XII
TOPICS DISCUSSED AND METHODS USED IN THE PARENT
EDUCATION CLASSES

S. No.	Subject/Topic	No. of Child Welfare Centres Where classes were conducted	Methods used (percentage mentioning)					
			Lecture	Discussion	Demonstration	Story telling	Film shows	Other methods
1.	Health and hygiene	111	55	41	20	23	36	1
2.	Prevention of communicable diseases	110	81	32	21	18	13	1
3.	Importance of Nutritious foods	108	67	42	35	33	28	-
4.	Nutritional needs of vulnerable group	108	92	37	25	21	9	4
5.	Methods of preserving foods	108	51	43	44	24	12	1
6.	Importance of kitchen garden	104	81	22	30	16	6	1
7.	Preparing low cost nutritious foods	103	64	25	53	13	7	6
8.	Importance of breast feeding	100	65	40	7	13	10	5
9.	Importance of poultry keeping	100	74	28	27	16	6	1
10.	Small savings	100	70	31	42	27	5	3
11.	Creative work	85	62	27	28	12	8	8

Percentage of CWOS stating.

Key Scale
1cm = 20 per cent.



TOPICS DISCUSSED AND METHODS USED IN THE PARENT EDUCATION CLASSES
FIGURE- 6.

The topics on child care, health and hygiene, nutrition, production programmes and small savings were mostly dealt with, in the parent education classes.

The common methods used by the CWOs were lecture, discussions, demonstration, story telling and film shows. Among the methods lecture ranked first in the order of usage.

The effectiveness of Parent education was positive and desirable. Table XIII shows the benefits gained by the parents as stated by the CWOs.

TABLE XIII
BENEFITS OF PARENT EDUCATION

S.No.	Benefits	Percentage of CWOs stating
1.	Helps in the improvement of health status	44
2.	Fosters wholesome development of children	29
3.	Enables parents ^{to} realise the importance of balwadies	10
4.	Creates opportunity to learn civic consciousness	6

Table XIII reveals the keen observation of the CWOs in recognizing the outcomes of the Parent Education Classes.

H. Supervision and Guidance in the CWCs:

With regard to supervision and guidance the following details are discussed.

1. Personnel for supervision and guidance
- and 2. Maintenance of records.

1. Personnel for supervision and guidance:

It is notable that all the CWOs had reported that their Child Welfare Centres were supervised by the officials. Table XIV and Figure 7 shows the details regarding the supervision.

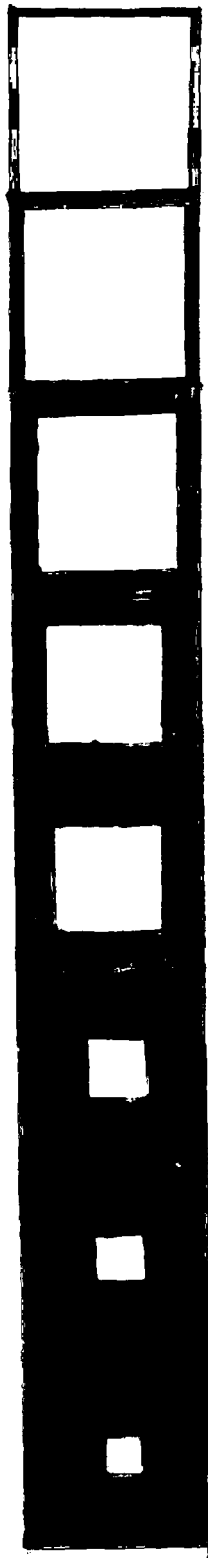
TABLE XIV

PERSONNEL FOR SUPERVISION AND GUIDANCE

S.No.	Personnel	Percentage of CWCs stating
1.	Gramsevikas	94
2.	Block Development Officers	72
3.	Mukhyasevikas	56
4.	Social Education Organisers	36
5.	District Women's Welfare Officers	29
6.	Health visitors	9
7.	Tailoring instructresses	5
8.	Panchayat Presidents	3

Key/Scale

1 sq. inch = 100 percent



Gramasevikas.

Block Development Officers.

Mukhya Sevikas.

Social Education Officers

District Women's Welfare officers.

Health visitors

Tailoring instructresses

Panchayat presidents.

PERSONNEL FOR SUPERVISION AND GUIDANCE.

FIGURE 7.

As indicated in Table XIV, the machinery for supervision and guidance of the CWCs is strong. Supervision and guidance was reported to be on aspects such as attendance of children, feeding programmes, health status of children, maintenance of records and registers, teaching techniques of CWOs and gain in knowledge by the children.

The usual frequency of supervision was once in a month as stated by 65 per cent CWOs. The opinions of the CWOs about the nature and the extent of supervision and guidance by the higher officials were positive.

2. Maintenance of records and registers:

Table XV illustrates the records maintained by the CWOs.

TABLE XV
RECORDS MAINTAINED BY THE CWOs

S.No.	Records	Percentage of CWOs reporting
1.	Attendance register	98
2.	Inspection record	79
3.	Stock register	79
4.	Admission record	76
5.	Staff attendance register	70
6.	Midday meals register	67
7.	Daily register	51
8.	Syllabus file	39
9.	Voucher book	6
10.	Home visit record	5

Though the CWOs were maintaining many records, it is surprising to find that they were not maintaining health records of children. The authorities concerned should take efforts to motivate the CWOs to maintain health records of children. Furthermore, there must be uniformity among all CWOs, in the types of records maintained, which would enable any assessment of their performance at a later stage.

I. Opinions of CWOs on the Programme:

This aspect is discussed under the following headings:

1. Benefits derived from the CWCs
2. Problems in running the CWCs
- and 3. Suggestions to solve the problems.

1. Benefits derived from the CWCs:

The benefits are discussed in terms of those for the children, parents, and for the community.

Table XVI presents the benefits the children derived from the Child Welfare Centres.

TABLE XVI

BENEFITS DERIVED FROM THE CWC FOR CHILDREN

S. No.	Benefits derived	Percentage of CWOs stating
1.	Gained desirable habits	62
2.	Improved health status	59
3.	Developed co-operation and sociability	44
4.	Gained knowledge	38
5.	Could get food	22
6.	Developed interest in going to school	22

The benefits stated to be derived are quite encouraging and prove the positive outcomes of the CWCs in the rural areas.

Table XVII describes the benefits of the CWCs for the parents.

TABLE XVII

BENEFITS DERIVED FROM THE CWCs FOR THE PARENTS

S. No.	Benefits derived	Percentage of CWOs stating
1.	Gained subject matter knowledge on nutritious foods, health and hygiene, child care, importance of breast feeding, need for small families, means to raise family income and thrifty living	92
2.	Reduces the burden of mothers on child care	61
3.	Assured of all round improvement of children	37

The benefits to parents as mentioned by the CWOs are indicative of favourable impact of the CWCs on the rural parents specially through the parent education programmes.

Table XVIII points out the benefits accruing to the community from the CWCs.

TABLE XVIII

BENEFITS DERIVED FROM THE CWCs FOR THE COMMUNITY

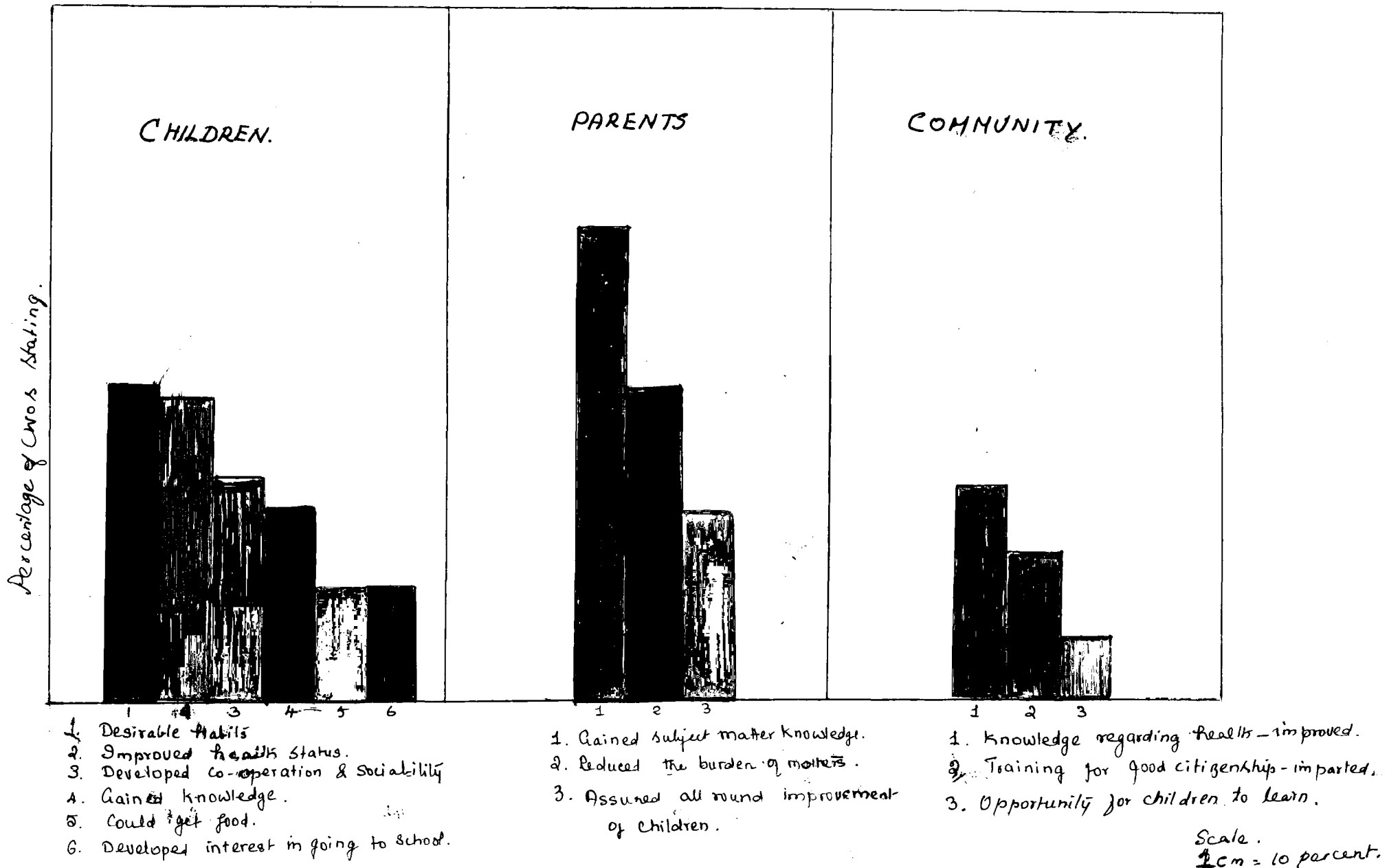
S. No.	Benefits derived	Percentage of CWOs stating
1.	The knowledge and practices in relation to better health were improved	41
2.	Training for good citizenship is imparted in children the future citizens of the community	29
3.	The community is helped by the Government in getting an opportunity for pre-school children to learn	13

The CWOs could pin point the benefits from the CWCs for the community as a whole. The contribution of the balwadi in terms of better health for the community is noteworthy.

Figure 8 presents the benefits from the CWC for the children, parents and the community.

2. Problems in running the CWCs:

The obstacles faced by the CWOs in running the Child Welfare Centres enumerated in Table XIX.



Benefits from CWCs for CHILDREN, PARENTS & COMMUNITY.

FIGURE 8.

TABLE XIX
OBSTACLES FACED BY THE CWOs IN RUNNING THE CWCs

S. No.	Major problems	Percentage of CWOs stating	Nature of the problem
A. <u>Problems related to the conduct of the balwadi</u>			
1.	Finance	40	1. Inadequacy of money for purchasing food-stuffs 2. Lack of public contribution
1.	Feeding programme	40	1. No feeding programme 2. Insufficient quantity of foods 3. Lack of adequate cooking & serving utensils
3.	Play equipments and facilities	39	1. Inadequate number of play equipment 2. Lack of space for play
4.	Teaching aids	33	1. Inadequate supply of readymade teaching aids by the Government
5.	Attendance of children	27	1. CWOs have to go to individual homes to bring children to Child Welfare Centre 2. Caste feeling hindering the participation of Harijan children in the CWC.

Contd....

S. No.	Major problems	Percentage of CWOs stating	Nature of the Problem
6.	Child Welfare ^{Centre} building	28	<ol style="list-style-type: none"> 1. Inadequate facilities for day to day activities 2. Inadequate safety measures 3. Absence of own building 4. Balwadi being located far away from the main village
7.	Parents' Co-operation	24	<ol style="list-style-type: none"> 1. Lack of participation in the CWC activities
B.	<u>Personal problems of CWOs</u>		<ol style="list-style-type: none"> 1. Inadequate salary (88 per cent) 2. Absence of accommodation facility near the CWC (64 per cent) 3. Difficulties of village life with no electricity and transport facility (40 per cent)

The problems were related mainly to financial position feeding programmes and facilities for day to day activities and teaching. However the CWOs reported that they were overcoming the problems of play materials and teachings aids by producing low cost toys and teaching aids (Refer Table X).

It is interesting to find that attendance of children and parents' co-operation were not expressed to be great problems and they acquired only the fifth and seventh places respectively in the hierarchy of the problems. This may probably be due to the impact of CWOs on children, parents and the community. With regard to building, only a negligible percentage of CWOs expressed problems.

However, the CWOs experienced a variety of personal problems which may in the long run affect their affective functioning as CWOs. Therefore the Government should take necessary steps to solve their problems.

3. Suggestions to solve the problems:

The CWOs gave workable suggestions to solve the problems listed earlier. They are as follows.

S. No.	Problems	Suggestions
1.	Finance	1. Allocation of more money for feeding programmes 2. Granting advance to CWOs to run the feeding programmes
2.	Food	1. Feeding programme should be started where they are not existing now 2. The quantity of food per child should be increased 3. Milk and bread should be provided 4. Facilities for cooking and serving food to be improved
3.	Play equipment and facilities	1. More space should be provided for indoor and outdoor play 2. Adequate play equipment should be supplied
4.	Teaching aids	1. The government should provide a set of teaching aids to CWCs
5.	Attendance of children	1. The Parents should be educated to sent their children regularly to the balwadies 2. The feeding programme should be strengthened 3. A separate building should be provided for the balwadies
6.	Parent's co-operation	1. The parent education programme should be strengthened 2. A variety of teaching methods such as films should be used for parent education
7.	Child Welfare Centre building	1. All basic amenities should be provided in the building 2. Safety measures are to be assured in the Centre. 3. The Government should assist in paying the rent
8.	Personal problems	1. Pay scale should be improved

The suggestions given by the CWOs are worth consideration by the authorities concerned. If the problems are overcome, naturally a conducive atmosphere can be created in which the CWOs can exercise their responsibilities with greater enthusiasm and efficiency.

With regard to continuation of the CWOs in their present job, 77 per cent preferred to stick on to the job because of their interest in their job. This fact reveals the positive attitudes of the CWOs towards Child Welfare activities, which need to be encouraged. The factors which have been found to have a detrimental effect on the liking of the Child Welfare Organisers to continue in the job were found to be inadequate pay scale, and insufficient living facilities in the village. If these hurdles are nibbed in the beginning itself, it will go a long way to attract young, talented girls to this job and make the pioneering effort of Integrated Child Welfare Project a truly and completely successful venture.

V. SUMMARY AND CONCLUSION

This study was taken up to evaluate the Child Welfare Centres of Government of Tamil Nadu. 'Mailed Questionnaire' were sent to the 600 Child Welfare Organisers, through the concerned Panchayat Union Commissioners after obtaining the permission of the Director, Department of Social Welfare, Government of Tamil Nadu. The questionnaire called for information on the bio-data of the Child Welfare Organisers, facilities available in the Child Welfare Centres, activities for children, methods of imparting education to children, details about feeding programmes, health conditions of children, parent education, guidance and supervision of Child Welfare Organisers, problems in running the centres and suggestions to strengthen the same.

Out of the 600 forms sent, 300 forms were returned duly filled in by 15th February, 1975, which were taken for further analysis and interpretation. The findings are given below:

1. The training needs of the CWOs were stated to be fulfilled with regard to subject matter knowledge and inculcation of interest in the

the work. However the CWOs expressed their desire to lengthen the training period. They needed frequent refresher courses too, to equip them better to do their job.

2. With regard to amenities, building, lighting and ventilation facilities were found adequate. However, the adequacy of space was reported to be inadequate.
3. Songs and stories were the popular methods for teaching children. Ninety per cent CWOs were found to prepare their own teaching aids. It was heartening to note the utilisation of waste materials for creative activities indicating the latent talents of CWOs and their imagination.
4. The study revealed the need for production and supply of low-cost toys suitable for the Child Welfare Centres.
5. Feeding programme was reported to be in operation in 66 percent Centres. Utilisation of low-cost indigenous foodstuffs for the feeding programme was a noteworthy feature.

6. The CWOs were capable of differentiating the healthy from the unhealthy children through their keen observation.
7. Regular health check-up was stated to be carried out only in 45 per cent Child Welfare Centres.
8. Only in one third of the centres, Parent Teacher Association existed. However, parent education classes were conducted in 152 centres. This education programme had positive and desirable outcomes on the parents.
9. Supervision and guidance by the officials were found to be satisfactory.
10. The CWOs were definite about the benefits accruing from the centre to the children participating, to their parents and to the entire community specially in the field of health, thereby proving the impact of the Integrated Child Welfare scheme in the rural areas.
11. Problems were expressed in relation to financial status, running the feeding programmes and facilities for the day to day activities.

12. The CWOs gave practical and workable suggestions, which would lead to realisation of the objectives set for the Child Welfare Centres.

Recommendations to the Government of Tamil Nadu:

The Department of Social Welfare should

- a. bring about uniformity among the Child Welfare Centres in terms of provision for building facilities, equipment and feeding programmes
- b. enhance the pay scales of the personnel and other physical facilities and improve living conditions which are conducive for the effective functioning of the CWOs
- c. urge the CWOs to maintain records of health of the children
- d. ensure clinical check-up of the children in all the centres by the Primary Health personnel
- e. make certain that parent education programmes become integral aspects of the Child Welfare Centres.

- f. arrange for frequent refresher course for the CWOs in both subject matters and techniques of teaching, including a workshop on the preparation of low cost toys and teaching aids.
- and g. stimulate and encourage the CWOs to develop and maintain interest in the job, through establishing and offering rewards at Block, District and State levels as in the case of awards for the best serving gram sevikas, gram sevaks etc.

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A P P E N D I C E S

APPENDIX I

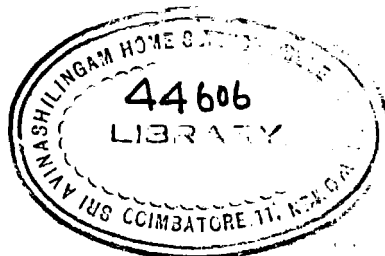
**LOCATION OF CHILD WELFARE CENTRES OF GOVERNMENT
OF TAMIL NADU**

A. CHINGLEPUT DISTRICT

S. No.	Name of Block	No. of centres	Name of Village
1.	Thirukalikundram	5	1. Thirukalikundram* 2. Mamallapuram* 3. Kulipanthendalan* 4. Tirumani* 5. Vithilapuram* 6.
2.	Gummidipoondi	5	1. Gummidipoondi 2. Kavaraipatteri 3. Peruvayal 4. Ekwarpalayam 5. Madupakkam
3.	St. Thomas Moun ^y	5	1. Duraipakkam 2. Enjampakkam 3. Taramani 4. Tirusulam 5. Pam ^m al
4.	Chithanur	5	1. Chithamoor+ 2. Perukharamai+ 3. Polambakkam+ 4. Thenbakkam+ 5. Nugambal+
5.	Kuntrathur (Padappai)	5	1. Manimangalam* 2. Tirumudivakkam* 3. Erumaiyur* 4. Padappai* 5. Paramputhur* 6.
6.	Minjur	5	1. Minjur 2. Tiruvelirayal* 3. Pulicat* 4. Krishnapuram* 5. Medur*

Contd....

S. No.	Name of Block	No. of copies	Name of Village
7.	Lathur	5	1. Kadalur* 2. Kattupathur* 3. Anaikatti* 4. Kodur* 5. Vadakkuvalam*
8.	Uthiramerur	3	1. Uthiramerur 2. Marampatti 3. R.N. Kandigai
9.	R.K. Pet	3	1. Ammayarkuppam 2. Kanthenagararam 3. Srikalijapuram
10.	Pallipet	3	1. Thirumamalrajupet* 2. Perumanalore* 3. Poddathurpet* 4.
11.	Poondi	3	1. Mambakkam 2. Mandhimangalam 3. Devandavakkam
12.	Ellapuram	3	1. Oothukottai* 2. Manjagarani* 3. Vadamadurai*
13.	Madhavaram	1	1. Poshil*

**B. NORTH ARCOT DISTRICT**

S. No.	Name of Block	No. of Centres	Name of village
1.	Katpadi	5	1. Vandaranthangal 2. Sevver 3. Prammapuram 4. Vanjur 5. Narasamangalam
2.	Pudupalayam	5	1. Kanji 2. Darapatti 3. Korathampattu 4. Nammiyandal 5. Mashar
3.	Madanur	5	1. Vadapudugal 2. Alankuppam 3. Agaramcheri 4. Asanampat 5. Agaram
4.	Turinjapuram	2	1. Nakkambadi* 2. Vedanthavadi*
5.	Nemili	5	1. Athupakkam* 2. Seyanapuram* 3. Sethamangalam* 4. Kadambanallur* 5. Parithiputhur*
6.	Polur	5	1. Venmani* 2. Kuruvimalai* 3. Padavedu* 4. Sengulam* 5. Kalpattu*
7.	Kilpennathur	5	1. Vettavallam* 2. Kongupatti* 3. Konalur* 4. Avoor* 5. Sriunathur*
8.	Wandavasi	5	1. Chennavaram* 2. Kilsathamangalam* 3. Kilkovalivedu* 4. Elangadu* 5. Venkundram*

contd . . .

S. No.	Name of Block	No. of Centres	Name of village
9.	Pernampet	5	1. Machambut 2. M.V. Kuppam 3. Bogalur 4. Pernambut 5. Devalapuram
10.	Thandrampattu	4	1. Raddipalayam 2. Mothukkal 3. Edathanoor 4. Thennrakarumbalur
11.	West Arni	3	1. Annapalayan 2. Sathuperiapalayan 3. Thelikapuram
12.	Annakavur	5	1. Alathur* 2. Koolamandal* 3. Nedugal* 4. Purisani* 5. Erumaivethi*
13.	Chetpet	5	1. Chetpet 2. Peranambakkam 3. Mandakolathur 4. Vadamaithimangalam 5. Pathiavaram

C. SOUTH ARCOT DISTRICT

S.No.	Block	No. of centres	Name of the villages
1.	Merkanam	5	1. Merkanam+ 2. Anumandai+ 3. Chettinagar+ 4. Koonimedu+ 5. Kilputhupattu+
2.	Sankarapuram	5	1. Sankarapuram 2. Devapandalam 3. S.Kolathur 4. Vadaponparappi 5. Viriyur
3.	Kanai	5	1. Mambalapattu* 2. Surapattu* 3. Sangeethamangalam* 4. Panamalai* 5. Perumbakkam*
4.	Kattumannar Koil	5	1. Muttam* 2. Gunavasal* 3. K.Puvizathanallur* 4. Kattumannar Koil* 5. Movoor*
5.	Kandamangalam	5	1. Kandamangalam* 2. Siruvanthadu* 3. Mandagapattu* 4. Shashangaloor* 5. Pakkam*
6.	Gingee	5	1. Sathiamangalam* 2. Ponpathi* 3. Semmedu* 4. Perungapur* 5. Nauampadi*
7.	Komaratchi	5	1. Sivapuri* 2. Non Municipal* 3. Annamalainagar* 4. Kadavadheri* 5. Nandimangalam*

contd . . .

S. No.	Block	No. of centres	Name of the villages
8.	Mailam	5	1. Alagramam* 2. Ganapathipattu* 3. Periyathachur* 4. Thaluthali* 5. Avayakuppam*
9.	Mangalur	5	1. Ramenatham 2. Akkanur 3. Vagaiyur 4. Geeranur 5. Bothimangalam
10.	Ulundurpet	5	1. P. Konalavadi* 2. Kattidiyar 3. Alangari* 4. A. Lavanasur* 5. Vellaiyur*
11.	Melmalayanur	4	1. Thorappadi* 2. Nochaloor* 3. Kalathampattu* 4. Sevalapoerai*
12.	Thiyagadurgem	4	1. Nagallur 2. Vengaijadi 3. Koothakkudi 4. Pudhuchimedu
13.	Mugaiyur	2	1. Arakandanallur* 2. Nedungampattu*

D. SALEM DISTRICT

S. No.	Block	No. of centres	Villages
1.	Taramangalam	5	1. Thoppur 2. Puttampatty 3. Panickanoor 4. Mettayampatty 5. Mellikuttai
2.	Poduchatram	5	1. Thatchiengarpatti* 2. Chellampampatti* 3. Pakhal* 4. Karaikurichipudur* 5. Kannurpet*
3.	Thalavasai	5	1. Aragalur* 2. Eilakkurajapalayam* 3. Sathupadi* 4. Kattukottai* 5. Thalaivasal*
4.	Salem	3	1. Jagir Reddipatty+ 2. Sivadapuram+ 3. Erumapalayam+
5.	Omalur	3	1. Omalur* 2. Kamalapuram* 3. Karupur*
6.	Kabilamalai	3	1. Vengarai 2. Selur 3. Bommalapalayam
7.	Mc. Donalds choultry	3	1. Naduvaneri* 2. Agapuram* 3. Goodalur*
8.	Attur	3	1. Geeripatti* 2. Kalbanur* 3. Ramanaickenpalayam*
9.	Gangavalli	3	1. Gangavalli 2. Anayampatty 3. Thedavoor.

contd . . .

S. No.	Block	No. of centres	Villages
10.	Elachipalayam	2	1. Periamanali* 2. Ilupili*
11.	Namakkal	3	1. Thumangakurichi* 2. Erunapuram* 3. Kesavampatti*
12.	Idapadi	3	1. Thathapuram* 2. Bodinaickenpatti* 3. Kuppanur*
13.	Karipatti (Ayodhyapatnam)	4	1. Minnampalli 2. Periyagoundapuram 3. Thathanur 4. Perumapalayam
14.	Mecheri	3	1. M. Kalipatti 2. Arangalur 3. Kanandiyur
15.	Mallasamudram	2	1. Mamundi Agraharam+ 2. Mangalam+
16.	Rasipuram	3	1. Malayampatti* 2. Kanavelampatti* 3. Kurukkapuram*
17.	Pallipalayam	3	1. Kokkarayanpettai* 2. Puthupalayam* 3. Agraharam*
18.	Kolli Hills	4	1. Velavanthinadu* 2. Tinnanurnadu* 3. Ariyurnadu* 4. Valappanadu*

E. DHARMAPURI

S. No.	Block	No. of centres	Villagers
1.	Shoolagiri	5	1. Immidinaickenpalli 2. Kamenthotti 3. Thirumalgavunikottah 4. Maruthandappalli 5. Poorupalli
2.	Veppanpalli	5	1. Voppanapalli 2. Boodhimutlu 3. Nochikuppam 4. Kuriyanapalli 5. Chinnekothur
3.	Hosur	5	1. Hosur* 2. Onnavadi* 3. Poonapalli* 4. Thattigabapalli* 5. Maduganapalli*
4.	Pappiraddipatti	2	1. Venkatasamudram* 2. B. Mallapuram*
5.	Nallampalli	5	1. Avvainagar* 2. B. Agraharam* 3. Indur* 4. Venkatampatti* 5. Narthanspatti*
6.	Kelamangalam	5	1. Royakottai* 2. Donhanikottai* 3. Aggondapalli* 4. V. Ulimangalam* 5. Kandaganapalli*
7.	Morappur	3	1. Sadayampatti+ 2. Echampadi+ 3. Curuparahalli+

F. COIMBATORE DISTRICT

S. No.	Name of the Block	No. of centres	Name of villages
1.	Modakurichi	5	1. Modakurichi* 2. Nanjai Uthukuli* 3. Aluthupalayam* 4. Iakkapuram 5. Anandampalayam*
2.	Avanashi	5	1. Nambiapalayam* 2. Thandakarampalayam* 3. Pachapalayam* 4. Thirumuruganpeondi* 5. Suripalayam (Thekkalur)*
3.	Gobichettipalayam	5	1. Mettupalayam* 2. Perunthalaiyur* 3. Savandappur* 4. Polavakkapalayam* 5. Kuppanapalayam*
4.	Talavadi	5	1. Talavadi* 2. Hongalavady* 3. Doddagajanur* 4. Arulavady* 5. Susiapuram*
5.	Sulthanpet	5	1. Sultanpet 2. Appanaickanpatty 3. Seleckkarrchal 4. C. Vadambacheeri 5. P1. Badambacheeri
6.	Uthukuli	5	1. Kunnathur* 2. Uthukuli Railway Station* 3. Morathupalayam 4. Siruvarpariapalayam* 5. Vellaraveli*
7.	Bhavani	2	1. Appakudal* (Fudupalayam) 2. Kadayampatti
8.	Kodumudi	2	1. Salaipudur* 2. Thamaripalayam*

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S. No.	Name of the Block	No. of centres	Name of villages
9.	Ammamet	2	1. Kurichi* 2. Ammapet*
10.	Vollakoil	3	1. Puduppai* 2. Semmandapalayam* 3. Ilakkamanaickenpatti*
11.	Pollachi (North)	2	1. Kaliyampalayam 2. Chinnanegamam
12.	Erode	2	1. Kalingarayanpalayam 2. Chinnavalasu.
13.	Madathukulam	5	1. Madathukulam 2. Karathozhuvu 3. Kanivoor 4. Komaralingam 5. Kozhumam
14.	Pongalur	4	1. Nagalingapuram (T. Avanasipalayam) 2. Kariyampalayam (Perudhozuvu) 3. Pollikalipalayam (Ukayaloor) 4. Kavundapudhur (T. Avanasiyapalayam)
15.	Annur	2	1. Annur (Sokkampalayam) 2. Oddarpalayam (Ayampudur)
16.	Kangayam	3	1. Sivanmalai 2. Padiyur 3. Puduchakarapalayam
17.	Tiruppur	3	1. Annupurpalayam 2. Angaryapalayam 3. Edumvambalayam

G. NILGIRIS DISTRICT

S. No.	Name of Block	No. of centres	Name of village
1.	Ooty	5	1. Kanneri* 2. Dhavani* 3. Anikorai* 4. Bikkathy* 5. Kavaratty*
2.	Kotagiri	5	1. Kannerimukkam* 2. Thavittumedu* 3. Kadakkadu* 4. Sundatti* 5. Nadagula*

H. THAJAVUR

S. No.	Block	Centers	Villages
1.	Thiruthuraipoondi	5	1. Nedumbalam 2. Pikkangkottagam 3. Ponnirai 4. Kakkanam 5. Thiruthangar
2.	Kollidam	5	1. Anaikaram Chatiram 2. Achanpuram 3. Allasundaram 4. Arasoor 5. Puthur
3.	Vedaranyam	5	1. Karuppanpulan 2. Pushpavanam 3. Marudur North 4. Vaimedu 5. Thattakudi
4.	Tirumarugal	3	1. Enangudi 2. Pandaravadai 3. Soshamulai
5.	Budalur	3	1. Budalur 2. Thogur 3. Vilmampettai
6.	Muthupet	5	1. Alangadu 2. Udayamarthandapuram 3. Maruthavalam 4. Kullaloor 5. Jambavanodi
7.	Tiruvonam	4	1. Gandarvakottai 2. Akkachipatti 3. Mattangal 4. Panilodanvikuthi
8.	Talanayar	5	1. Puthur 2. Kallimedu 3. Vollappallam 4. Kadandati 5. Noormunai

contd . . .

S. No.	Block	Centres	Village
9.	Thiruvaiyaru	5	1. Vaithianathan Pettai (Achallur) 2. Manvur 3. Punavasal 4. Thirupalagam 5. Vanarangudi

I. TIRUCHI DISTRICT

S. No.	Block	No. of centres	Village
1.	Vyampatti	5	1. Vyampatti 2. Thoppanaickanpatti 3. Elamanam 4. Nadupatti 5. Pudevadi
2.	Thirumaiyam	3	1. Konapattu 2. Rangiyam 3. Melapanaiyur.
3.	Kadavoor	5	1. Palaviduthi 2. Keelapaguthi 3. Melapaguthi 4. Kadavoor 5. Sembianatham
4.	Annavaasal	5	1. Annavaasal* 2. Iluppur* 3. Vayalogam* 4. Mukkanamalaipatti* 5. Perumbur*
5.	Uppiliyapuram	5	1. Erakudi+ 2. Alagapuri+ 3. Patchaperumalpatti+ 4. Uppiliyapuram+ 5. Koppampatti+
6.	Tirumanur	5	1. Tirumanur* 2. Karaipakkam* 3. Thirumashapadi* 4. Sembiyakvdi* 5. Elanthaikoodam*
7.	Krishnarayapuram	5	1. Magathanapuram* 2. Lalapettai* 3. Old Jayankondam* 4. Sengal* 5. Mettunagathanapuram

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S. No.	Block	No. of centres	Village
8.	T. Paloor	5	1. T. Paloor 2. Anikkndam 3. K. Karuppur 4. Udayanatham 5. Gnamangalam
9.	Aravakurichi	5	1. Aravakurichi + 2. Esanatham + 3. Pappanaickanpatti+ 4. Kurampatti+ 5. Pethankottai+
10.	Viralimalai	4	1. Viralimalai+ 2. Kodumbalur+ 3. Athipalliam+ 4. Rajalipatti+
11.	Lalgudi	1	1. Nerinjchelakudi*
12.	Veppur	4	1. Kunnam + 2. Kovilpalayam+ 3. Thungapuram+ 4. Aduthurai+
13.	Ponnamaravathi	4	1. Varpet 2. Semboothi+ 3. Koppanapatti+ 4. Alavayal+
14.	Ariyalur	4	1. Melakarupur* 2. Reddipalayam* 3. Subarayapuram* 4. Tamaraikulam*

J. MADURAI DISTRICT

S. No.	Name of Block	No. of centres	Name of village
1.	Sedapatti	5	1. Sedapatti+ 2. T.Ramanathapuram+ 3. Kalappanpatti+ 4. M.Kallupatti+ 5. E.Kottaipatti+
2.	Usilampatti	5	1. Kalluthu* 2. Makilarpatti* 3. Jothinaickaneor* 4. Nakkalapatti* 5. Usilampatti*
3.	Cumbum	5	1. Kamayagoindanpatti* 2. Suralipatti* 3. Suralipatti* 4. Karunakkamuthanpatti* 5. Karunakkamuthanpatti*
4.	Guzhilamparai	5	1. R.Velloodu* 2. Thirukornam* 3. Alambadi* 4. Kottanatham* 5. D.Gudalore*
5.	Palani	5	1. Sinnakalayamputhur+ 2. Sithiraikulam (Palayagagardanpatti) 3. Sivagiripatti+ 4. Amarapoondi 5. Ayakudi Palayaeyalendi
6.	Theni	3	1. Koduvilarpatti* 2. Venkatachalapuram* 3. Annanji*
7.	Melur North (Kottampatti)	3	1. Sokkampatti 2. Mangalampattu 3. Valaicheripatti
8.	Vadugapatti	3	1. Vadupudupatti* 2. Lakshmipuram* 3. Thamaraikulam*

contd . . .

S. No.	Name of Block	No. of centres	Name of village
9.	Nilakottai	3	1. Annaipetti+ 2. Kurumbapatti+ 3. Michealpalacham+ 4. Silukkuvarpalayam*
10.	Vuthampalayam	2	1. Kokilapuram* 2. Chinthacheri*
11.	Andipatti	3	1. Kadamalaikundu* 2. Kenyyapillaipatti* 3. Shanmugasundrapuram*
12.	Alanganallur	3	1. Errampatti* 2. Mettupatti* 3. Ayyankottai*
13.	Vatlaguntu	3	1. Sengattampatti+ 2. Nuthulapuram+ 3. Pattiveerampatti+
14.	Bodinaickanur	2	1. Melachockanathapuram* 2. Darumathurpatti.P.*

K. RAMANATHAPURAM DISTRICT

S. No.	Block	No. of centres	Village
1.	Aruppukottai	5	1. Chottikurichi* 2. Vellayapuram* 3. Malaipatti* 4. Kattangudi* 5. Sembatti
2.	Kariapatti	5	1. Theppur* 2. Themugal* 3. Valukkakottam* 4. Mantope*
3.	Sivaganga	5	1. Okkur* 2. O. Pudur (Colony)* 3. Madagupatty* 4. Kottagudi Keelapathi* 5. Sakkanthi*
4.	R.S.Mangalam	5	1. Rajasingamangalam+ 2. Valamavoor+ 3. Kavanakottai+ 4. Melpanaiyoor+ 5. Paranoor+
5.	Tiruchuli	5	1. Bemmakottai 2. Muthuramalingapuram 3. Paralachi 4. Vadakunatham 5. Tiruchuli
6.	Ramnad	5	1. Chittur 2. Madavanur 3. Peruvayal 4. Devipatham 5. Soorankottai
7.	Kannankudi	5	1. Kannankudi* 2. S.P. Pattinam* 3. Andavoorami* 4. Ooranikottai* 5. Mangalakudi*
8.	Devakottai	5	1. N.Manakudy* 2. Thennerveyal* 3. V.Chokkanathapuram* 4. Athangudi* 5. Periyakarai*

contd . . .

S. No.	Block	No. of centres	Village
9.	Tiruvadānai	5	1. Anjukottai 2. Chinnakeramangalam 3. Theerthandathanam 4. Tondi 5. Nambuthalai
10.	Mandapam	5	1. Enmanagkondan 2. Manangudi 3. Thangachimadam 4. Pudumadam 5. Maraikarapattinam
11.	Tirupattur	5	1. Thiruvadaiyarpatti 2. Kandavarayanpatti 3. Karnvelkurichi (P. Karungulam) 4. Thirukkoshtiyar 5. Nerukupai
12.	Srivilliputhur	2	1. Koonampatti 2. Achankulam*
13.	Kanuthi	3	1. Vdayanathapuram* 2. Kottaimedu* 3. Valayapookulam*

L. TIRUNELVELI DISTRICT

S. No.	Block	Centres	Village
1.	Vilathikulam	5	1. Vilathikulam* 2. Pillayarunatham* 3. Kalugasalapuram* 4. Padanthapuli* 5. Sivagnanapuram
2.	Tuticorin	5	1. Servikaranmadam* 2. Senthiambalam* 3. Meelavittan* 4. Autoniarapuram 5. Pandaramatti
3.	Kadayanallur	5	1. Kammappacheri* 2. Kodikurichi 3. Urmoniashtagiyan* 4. Sundaresapuram* 5. Valsan*
4.	Alangulam	5	1. Rukmaniammalpuram* 2. Uthumalai* 3. Vonnilingapuram* 4. Vooranam* 5. Reddiarpatti
5.	Ottapidaram	4	1. Tharuvaikulam* 2. Jogaveerapandiapuram* 3. Ottapidaram* 4. Kulasekaranallur*
6.	Udangudi	4	1. Solaikudieruppu+ 2. Keolaramasampuram+ 3. Theriyoort+ 4. Seerkatchi+
7.	Cheramahadevi	3	1. Piranjeri* 2. Konniyoort* 3. Puthukudi*
8.	Ambasamudram	2	1. Ambasanudaram 2. Urkadu

contd . . .

S. No.	Block	No. of centres	Village
9.	Palayankottai	3	1. Thiruvendana thapuram* 2. Thatchanallur* 3. Thiruvanna thapuram*
10.	Kalakad	3	1. Singikulam* 2. Idayankulam* 3. Padmaneri*
11.	Sathankulam	2	1. Idiachivilai 2. Muthaloo
12.	Nanguneri	2	1. Nanguneri 2. Rajakkalamangalam Panchayat
13.	Kadayam	2	1. Pottalpudur* 2. Thirumalaiappapuram*
14.	Srivaikuntam	2	1. Sivakalai* 2. Varatharajapuram*
15.	Kizhappaveer	3	1. Surandai 2. Kizhappaveer 3. Thuvarangadi

M. KANYAKUMARI DISTRICT

S. No.	Block	Centres	Villages
1.	Melpuram	5	1. Arumanai 2. Eathavilai 3. Ramayarmanchirai 4. Karumathoor 5. Chirakarai
2.	Munchirai	5	1. Adaikkakuzhi 2. Kollangoode 3. Suzhal 4. Vaiyalkarai 5. Suriyacode

† Places from where response was obtained, (included for analysis)

+ Places from where response was obtained after 15th February, which were not processed, for want of time.

APPENDIX II

SYLLABUS FOR TRAINING THE CHILD WELFARE ORGANISERS, WORKED OUT BY THE DEPARTMENT OF SOCIAL WELFARE, GOVERNMENT OF TAMIL NADU

Directorate of Social Welfare,
Central Office Buildings,
Teynampet, Madras-6.

NOTE ON THE IMPORTANT POINTS RELATING TO THE DRAFT SYLLABUS

Point No.1

The draft syllabus placed below has been drawn up taking into account the considered views and expert opinions of eminent Paediatricians, Nutritionists and Pre-School Educationists in our State. The syllabus has been designed having regard to the condition that each Bala Sevika should be trained within a period of two months. It has to be readily conceded that a period of two months is too short for giving the requisite kind of training to any Bala Sevika. The limitation imposed by the 'time-element' on the content of the syllabus and on the possible quality of the training of Bala Sevikas should not be over-looked. Apart from the limitation of time, the irrevocable requirement that 4,000 Balasevikas have to be trained within a period of ten months will also have an unhealthy impact on the depth and quality of the training. The draft syllabus has been prepared taking into account these two cardinal limitations.

It recognises the fact that "the pre-school child has multifarious needs, which should be adequately met, if the child has to grow into an healthy, happy, well-adjusted and useful person". Keeping this in view the different general needs of children that is, health, education, nutrition, vocational training and recreation have been accorded their due importance in the syllabus.

Nutrition (33% of the time allotted) and Health (23% of the time allotted) taken together have been accorded pride of place in the syllabus. (Together they account for 56% of the total time allotted for theory and practicals). Specialists in Child Health are likely to feel that health has been neglected and Specialists in Nutrition are likely to feel that Nutrition has not been accorded its due share and Specialists in Pre-school Education might also complain that perhaps greater importance could have been given to Pre-School Education in the syllabus. The draft syllabus, however, has been prepared having regard to the importance of much-needed balance and equilibrium in pre-school education and child care. This would mean that the Bala Sevikas should be trained to be multi-purpose field level child welfare workers being in a position to take care of the children's physical, mental and emotional needs during the crucial stage of their development, i.e. 0-6 years of age.

Point No.2

The basic general principles underlying the proposed draft syllabus are as follows:

- a) The goal of pre-school education is the promotion of child's total development which must be seen to be a process of maturation and learning transcending the narrow confines of various specialised disciplines such as nutrition, health, pre-school education, etc. In other words child development has to be viewed as an indivisible entity calling for an all-inclusive and comprehensive out-look.
- b) Children are individuals in their own right.
- c) Children learn and develop through their experiences and activities.
- d) A programme of pre-school education must provide
 - i) scope for motor and physical growth;
 - ii) opportunity to live and learn with children and adults
 - iii) opportunity to learn about the world around them; and
 - iv) aesthetic and cultural experiences.

Point No. 3

The basic objectives of the draft syllabus are -

- a) To make a Bala Sevika a friend philosopher and guide of mothers with regard to child care and nutrition. The intention would be to enlighten the mothers on the various aspects of child care, nutrition and child welfare.
- b) In order to achieve the first objective we must teach every Bala Sevika what an enlightened mother should know (which majority of such mothers at present do not know);

- c) To train every Bala Sevika to provide care, recreation and education to the children to attempt to achieve an optimum growth and development and supplemental to the Home.
- d) To train every Bala Sevika to promote a proper climate for the healthy and balanced growth of the social and emotional aspects of the child's personality; to train her to protect the child against the social and mental hazards of an unfavourable social environment;
- e) To train the Bala Sevika to promote an environment of security, love and acceptance and help the pre-school child to build up desirable attitudes, values and behaviour;
- f) To give proper orientation training to Bala Sevika to help her to create community awareness of the needs of the pre-school child and elicit participation in the welfare and development programmes for children in every village.

Point No. IV:

In drawing up the syllabus care has been taken to see that its tone and contents are in keeping with the rural conditions and rural background of pre-school children and mothers who are going to be the ultimate beneficiaries of this Programme. Accordingly stress has been laid on Nutrition and Health. Likewise greater emphasis has been laid on the practical rather than on the theoretical aspects of training.

Point No. 5

The draft proposed does not claim any immutable precision or mathematical exactitude. It has to be taken as a tentative, experimental, and flexible proposal. Finally we should not over-look the fact that any syllabus regardless

of whether it is drawn up by Experts or generalists and regardless of whether it is drawn up with meticulous care and attention or not, has to depend for its success on the enthusiasm and dedication of the trainers themselves. A syllabus at best can only indicate or elucidate but ultimately it is the teacher who has to illuminate. Any well thought-out training programme can only serve as an adjunct to this process of illumination; it cannot provide the illumination itself.

Point No.6

We should also think of an orientation training for a period of 15 days for teachers who are going to be in charge of the training of these Bala Sevikas who in turn are going to convey the message of the syllabus placed below to the pre-school children and their mothers in the rural areas.

Point No. 7

A practical guide which will enable the Bala Sevika to do her day to day duties in keeping with her job-chart will have to be prepared. This will also serve as a reference volume for Bala Sevikas. In order to prepare a practical guide having regard to the twin aspects mentioned above, a small committee will have to be appointed which should be

charged with the responsibility of completing this work before 30-6-73. The composition of the Committee may be as follows:

1. Mrs. V.T. Lakshmi - Convenor
2. Dr. Balagopala Raju - Member
3. Mrs. Rajammal Devadas - Member
4. Miss Visalakshi - Member
5. Miss Bhargavi Devendra - Member
6. Mr. V. Sundaram, I.A.S.,
Director of Social
Welfare - Member
7. Mrs. Kantha Ekambaram,
Deputy Director,
(Child Welfare) - Member

**SULLABUS: 2 MONTHS' BALA SEVIKA TRAINING COURSE
TAMILNADU: JUNE AND JULY 1973**

June 1973

Friday	1	
Saturday	2	
Sunday	3	Holiday
Monday	4	
Tuesday	5	
Wednesday	6	
Thursday	7	
Friday	8	
Saturday	9	
Sunday	10	Holiday
Monday	11	
Tuesday	12	
Wednesday	13	
Thursday	14	
Friday	15	
Saturday	16	
Sunday	17	Holiday
Monday	18	
Tuesday	19	
Wednesday	20	
Thursday	21	
Friday	22	
Saturday	23	
Sunday	24	Holiday
Monday	25	
Tuesday	26	
Wednesday	27	
Thursday	28	
Friday	29	
Saturday	30	

July 1973

Sunday	1	Holiday
Monday	2	
Tuesday	3	
Wednesday	4	
Thursday	5	
Friday	6	
Saturday	7	
Sunday	8	Holiday
Monday	9	
Tuesday	10	
Wednesday	11	
Thursday	12	
Friday	13	
Saturday	14	
Sunday	15	Holiday
Monday	16	
Tuesday	17	
Wednesday	18	
Thursday	19	
Friday	20	
Saturday	21	
Sunday	22	Holiday
Monday	23	
Tuesday	24	
Wednesday	25	
Thursday	26	
Friday	27	
Saturday	28	
Sunday	29	Holiday
Monday	30	
Tuesday	31	

Working days: June 1973 26 days | 52 days
July 1973 26 days |

Working hours: Six Hours on Mondays, Wednesdays,
Thursdays and Fridays:

10 -- 1 P.M. 3 periods of 1 hour each
1 -- 2 P.M. Interval for Lunch
2 -- 5 P.M. 3 periods of 1 hour each

Six hours on Tuesdays and Saturdays:

8 -- 10 P.M.	Visits to Hospitals and other institutions
10 -- 12 Noon	Lunch
12 -- 1 P.M.	1 period of 1 hour
2 -- 5 P.M.	3 periods of 1 hour each

The total number of periods for the course of 2 months
 $52 \times 6 = 312$.

But out of these, 36 periods of one hour each
 (9+9 = 18x2), are set apart for Hospital and maternity and
 child welfare centre visits (8-10 A.M. on Tuesdays and
 Saturdays).

Hence, the remaining periods to be distributed among
 the subjects - Theory and Practical are: (312 - 36) 276.

Subjects to be included in the Syllabus in question
 may be the following:-

S. No.	Subjects	Theory and total number of periods allotted to each	Practical and total number of periods allotted to each	Total			
1.	Health	25	20	45			
2.	Firstaid and Home Nursing	2	4	6			
3.	Nutrition	36	56	92			
4.	Social Welfare	4	10	14			
5.	Hygiene and Sanitation	6	6	12			
6.	Child Psychology	4	4	8			
7.	Pre-school education	6	6	12			
8.	Pre-school activities	5	8	13			
9.	Civics	2	4	6			
10.	Recreation	3	8	11			
11.	Hand Work	5	10	15			
12.	Story telling	2	10	12			
13.	Action Songs	2	10	12			
14.	General or Miscellaneous	8	10	18			
Total		110	40%	166	60%	276	
Health		33	12%	30	11%	63	23%
Nutrition		36	13%	56	20%	92	33%
Pre-school Education		41	15%	80	29%	121	44%
Total		110	40%	166	60%	276	

HEALTH

S. No.	Theory	Remarks	Practical	Remarks
I. 1.	Importance of health of children	Those items are considered to be very important and therefore their importance should not be minimised. 25 periods have been allotted.	Daily Care of children in different age groups (Health Talks in Balwadis. Health check up of children's eyes, noses, ears, teeth, nails, hair etc. - constituting personal cleanliness in children.	Bala Sevikas are expected to be only "First Reporters" and not pseudo-doctors.
2.	The high rate of Infantile Mortality and morbidity in India and in our State.			
3.	Effects of diseases upon the individual child.			
II. 1.	Growth and development of Normal Child		Taking and Charting of weights 20 periods heights of children periodically (once a month is however desirable)	
2.	Differentiating the healthy child from the child with symptoms of ill-health through personal observations and examinations as well as measurements of heights and weights for age.		Special care of the Skin. Hospital visits - Twice a week. Visits to other Children's Hospitals, Maternity and Child Welfare Centres, Creches, Well Baby Clinics Etc.	

Contd....

S. No.	Theory	Remarks	S. No.	Practical	Remarks
III.	<p>a. Main communicable diseases, their prevention and remedial measures, Eg. Small Pox, measles, typhoid, tuberculosis, Diphtheria, Tetanus, Bacteria, Polio, Cholera, etc.</p> <p>b. Importance of Immunisations: (B.C.G., Primary Vaccination, D.P.T., Polio Drops, T.P.R., etc.</p>		6.	<p>Educative talks and discussions to mothers on health of children to mothers, during the house visits. Upbringing of children from 0-6 years age and on the need for seeking preventive and remedial measures through the local and neighbouring health or medical services.</p>	
IV.	<p>Common ailments of Children like cough, cold, itch, sore eyes dysentery, diarrhoea, etc. Symptoms causes and cure. Bala-Sevikas should know when to give home remedies and when to refer to professional Medical Services.</p>		7.	<p>Arranging Immunisation Programmes both at Balvadis and Balvadi Children's Homes and if time permits in as many houses as possible.</p>	
V.	<p>Screening of Laboratory Children and advice to parents for immediate treatment and segregation as a precautionary measure, in infectious cases.</p>				
VI.	<p>Inculcating healthy habits in children, according to their age.</p>				

FIRST AID AND HOME NURSING

S. No.	Theory	Remarks	Practical	Remarks
<u>I. FIRST AID:</u>			<u>DEMONSTRATIONS:</u>	
	1. How to recognise sudden sickness from normality.	First Aid and Home Nursing are combined as they are related subjects Periods:2	1. Types of First Aid to be rendered in the group of various minor or major accidents to be demonstrated.	
	2. Preparation for helping the patients to get expert medical aid or treatment (Bala Sevikas should stop with acting as First Reporters).		a) Bruises; cuts; sprains; falls, sometimes from trees and fractures there by; drowning in ponds; tanks; etc. Strokes, Poisons, Insect bite, including snakes, etc.	
	3. In cases of serious accidents at Balwadis or anywhere else, Bala Sevikas should rush cases to the nearest Hospitals, Dispensary or Private Medical Practitioner.		Periods: 4	
<u>II. HOME NURSING:</u>				
	1. Nursing of Patients at Home Manner and methods of looking after them; Quick medical aid and Careful dieting to be observed.		1. Help the patients, confined to "bed" not to develop "bed sores".	
			2. Diet - What and when to be taken and how to be given.	

Contd.....

S. No.	Theory	Remarks	Practicals	Remarks
2.	Patients suffering from complicated ailments to be advised to be hospitalised.		<p>3. Medicine to be given at correct intervals as prescribed by Doctors.</p> <p>4. Other precautions to be taken in the matter of the sick at Home are segregation and disinfecting the premises from time to time, wherever possible.</p> <p>5. Home remedies and prevention and what advice to give for important conditions like:</p> <ul style="list-style-type: none"> a) Worms b) Diarrhoea c) Vomiting d) Excessive crying. <p>6. How to suspect illness by looking at the child, how to suspect poor hearing, defective vision, etc.</p>	

NUTRITION

S. No.	THEORY	Remarks	PRACTICALS	Remarks
1.	What is Nutrition?		1. Preparing and demonstrating suitable recipes for children expectant mothers and nursing mothers utilising local foods.	
a)	Foods: Carbohydrates, Fats, Proteins, and Minerals.	Nutrition gets great attention and gets a high place in the syllabus.		Periods 56
b)	Functions of Food - Basic Foods		2. Balasevikas' visits to educational institutions, imparting instructions on Nutrition, if any and visit to Nutrition Rehabilitation centres.	
c)	The Five Food Groups		3. Visits to Paediatric Wards to see cases of mal-nutrition.	
2.	<u>Food Habits:</u>		4. Identifying nutritional deficiencies by external symptoms.	
a)	Importance of good foods consumed during early childhood, pregnancy and lactation. Effects of good nutrition on child development and reproductive cycle. Ignorance - Superstitions - regarding nutrition, illnesses certain unhealthy traditions like giving castor oil, wasting money on Grip Water etc.	36 periods	5. Demonstrating hygienic practices at Home and Community, relating to the rules to be observed while preparing and serving food. Practical suggestions for improved diet with existing resources.	
b)	Child Feeding Practices in the Community, how to breast feed, how to increase breast milk secretion, how to make out whether breast food is sufficient and if not, how to supplement, etc.		6. Preparation and demonstration of adequate meals, utilising locally available foods. 7. Educating parents, particularly mothers of the pre-school children regarding the foods to be given to their children (Balanced Diet).	

S. No.	Theory	Remarks	Practical	Remarks
c)	Weaning foods - existing food fads and taboos - suggested low cost weaning foods with locally available cereals.		8. Educating mothers on the nutritive value of the locally available food-grains and pulses.	
d)	Common deficiencies in diet, especially in pregnancies and lactation.		9. Educating mothers on labour saving devices; Hay box, smoke-less Cholla, and vegetable cooler.	
e)	Suggestions for improvement in the existing diet of pregnant and nursing mothers without any commensurate increase in cost.		10. Preparation of foods for - a) Children of different age groups b) Sick c) Convalescent d) Low Income Groups e) Invalids f) Snacks.	
f)	Existing diet of pre-school child-suggestions for improvement in the existing diet without any commensurate increase in cost.		11. Demonstrating preparations of foods now being distributed under the various nutrition programmes:	
g)	Balanced low cost diet for pre-school child, pregnant and nursing mothers (this should be explained through practical demonstrations) with locally available foods.		a) C.S.M. - based foods b) Balahar - based foods c) Bulger Wheat - based foods d) Other foods and cereals	
h)	Nutrition related diseases - Their Causes lack of resources, lack of knowledge of the availability of cheap foods, wrong cooking and eating habits; lack of sanitation and personal hygiene in the home and community and how to prevent and overcome undernutrition and mal-nutrition among the vulnerable groups.		It should be clearly explained that various nutrition programmes sponsored by the State are only expected to serve as <u>Supplemental Food Programmes</u> and the foods distributed are not to be taken as <u>Substitutes</u> for their existing diet.	

S. No.	Theory	Remarks	Practicals	Remarks
i)	Importance of midday meals - preparation of varied and nutritive low cost (weekly) menu and also need for additional meals solid or/and liquid.			
j)	Food hygiene - points to be observed by Balasevikas while preparing and serving food in Balwadies.			
k)	Protection of food-stuffs from contamination, and the importance of pure water supply.			
l)	Simple food Preservation and storage.			
m)	Production of protective foods through Home and Balwadi Gardens (Kitchen Gardens)			

Note: During lessons in theory and practicals under nutrition, care should be taken to distinguish between the specific needs and requirements of the three following groups;

(a) Pre-school child; (b) expectant mothers; (c) lactating and nursing mothers. In respect of each group, attempt should be made to explain the various aspects of nutrition with emphasis on the following points;

(b) The existing diet; (b) Deficiencies in existing diet

(c) How to get over the deficiencies on existing diet without increase in the cost

(d) How much of additional cost will have to/incurred to make the diet more balanced

be / here again emphasis must be on the low-cost methods.

SOCIAL WELFARE

S. No.	Theory	Remarks	Practical	Remarks
1.	Concept of Social Welfare - Integrated Child Welfare as an integral part of social welfare programmes - outlining the objectives of integrated child welfare programme and the role of Bala-Sevikas in this programme.	This subject is considered to be an essential one to be included in the syllabus.	1. Visiting a few select eminent social welfare institutions in the locality dealing with different aspects of child care and rehabilitation; Government, Government aided and Voluntary or Private ones.	None of these could be omitted.
2.	<u>BALWADIS:</u> Organising and administration of. Helping them to be attractive for the children to attend them happily and regularly.	Periods: 4	2. Conducting simple surveys on any given social subject. 3. House visiting - Talk to mothers.	Periods: 10
3.	<u>BALASEVIKAS:</u> Their duties and responsibilities - Difference between them and other Pre-Primary School Teachers. Bala Sevikas' triple role to be played in the preparing of children to become healthy, good and useful citizens; and their service in minimising the number of vagrants and juvenile delinquents in the State.		4. Balwadi's children's Excursions and Balwadi anniversaries. 5. Holding of Mothers' meetings at Balwadis. 6. Bala Sevikas' participation in Mather Sangams. 7. Help and Guidance to be given to the Youth Club activities. 8. Guiding children in Social behaviour in daily life.	

Contd.....

S. No.	Theory	Remarks	Practicals	Remarks
4.	Balasevikas and their role in relation to other main specialists in the field of child welfare (Parents, Teachers, Doctors Social Workers and Public).			
5.	Some knowledge of the of the physically, socially and mentally handicapped children and their rehabilitation centres and orphanages.			
6.	Importance of Rest (Seista) and sleep for children and hence their place on the Time Tables of Balwadies.			
7.	Inculcating in children the right use of latrines and daily answering calls of nature only in latrines and places set apart for the same.			

HYGIENE AND SANITATION

S. No.	Theory	Remarks	Practical	Remarks
<u>HYGIENE:</u>				
1.	Physical or personal Hygiene (very briefly drawn, since it is already dealt with under Health)		I. <u>ENVIRONMENTAL SANITATION</u>	
	(a) Bath, clean and simple dress.		1. Drains to be kept clean with the help of Panchayat Sanitary workers.	
2.	Mental Hygiene:		2. Keeping the toilet (Lavatory) clean	
	A) Self adjustment and social adjustment	Periods: 6	II. <u>HYGIENE:</u>	
	b) Importance of self-help, self control and self denial (with illustrations)		1. To ensure potable water supply - boiling water, filtering, and chlorination etc., so as to prevent contamination. (There by, common water borne diseases and those caused by mosquitoes, flies, bugs etc., are to be prevented).	Periods: 6
	c) How to help children of different ages to be free from thumb sucking, nail biting, bed wetting etc.		2. Prepared food and drinking water to be covered.	
	d) How to handle aggressive, submissive children, left handers, and late comers, and correct them wherever necessary.		III. a) HOUSE VISITING. Educating mothers on Home and environmental sanitation.	
3.	Environmental Sanitation: Necessary of maintaining sanitation at Home, in Balwadi and its surroundings.		b) Advise mothers during house visits to help children to be personally clean and follow good health habits.	

Contd.....

S. No.	Theory	Remarks	Practical	Remarks
			<ul style="list-style-type: none"> c) Also advise mothers at the time of house visits to sent their children and encourage them to go to Balwadis regularly and punctually. 	
			<p>IV. While working with children in Balwadis, Balasevikas should help them to imbibe and develop desirable hygienic habits through activities such as using their own clothes combs, soaps etc.</p>	
			<p>V. BALASEVIKA'S HELP TO CHILDREN -</p> <ul style="list-style-type: none"> a) To attent to their personal wants themselves without others' help. (like eating, drinking, dressing etc. Self reliant responsibilities). b) To do small household duties such as take things to others when required by them. Sense of dignity of labour to be inculcated in children. c) To encourage them to giving away and sharing with others, what they possess, such as estables play materials etc. 	

CHILD PSYCHOLOGY

S. No.	Theory	Remarks	Practical	Remarks
1.	What is Child Psychology?			
2.	Why should Balasevikas have at least a rudimentary knowledge of Child Psychology?	The reason for the inclusion of child psychology in the syllabus is self explanatory.	1. Visits to a few Pre-schools Observation of different types of children thereat.	Periods: 4
3.	Important stages of child development:			
	a) Infancy			
	b) Early Childhood (viz. Pre-school children)	Periods: 4		
4.	With respect to -		2. Case study of children in Balwadis and maintaining records on the same	
	i) Physical and mental growth of the child.			
	ii) Emotional development			
	iii) Development of its social behaviour.			
5.	Concept of the personality of the child and its growth.			
6.	The child as an individual - Common factors, individual differences, their nature and causes.			
7.	The child and his environment - the child in relation to Balwadis, Family and Community.			
8.	Group and individual study of children.			
9.	How to understand a child's mind and behaviour (from child's angle and not from adults angle).			

PRE SCHOOL EDUCATION

S. No.	Theory	Remarks	Practical	Remarks
1.	What is Pre-school Education? Its aims and scope. Its main purpose is to inculcate in Balwadi children a taste for learning the 3 R's without feeling that they are doing so. Such education should be a welcome one for children.	Only the bare essentials have been included. Periods: 6	<u>A. Language:</u> 1. Introduction of letters (vowels and consonants) through preparation of sand paper or soft smooth paper materials.	It is soon through experience, two periods are enough to demonstrate the contents with the help of special teaching aids in this regard.
2.	Balwadis should play the parts of lovely bridges between homes and primary Schools. They should serve as second homes, until the present homes become proper training centres for children, through mother's education and enlightenment.		<u>B. Number work:</u> 1. Through paper-mache beads, marbles or tamarind seeds, the counting and quantity of numbers are to be taught. 2. Number formation on cards. 3. Concept of Units, tens, etc. are to be clarified with the help of bead material.	Periods: 6
3.	Lessons should be planned and given in an acceptable manner to children on language (Tamil), number-work and writing. a) Development of speech in children (first language ^{practical language}) through conversation, stories, dramas, picture cards, picture books, etc. b) The importance of number work in the everyday life of children. Concept of quantity with symbols. Very simple mental arithmetic, involving very simple addition, subtraction, multiplication and division, useful, to life, may also be tried.		<u>C. Writing</u> Writing two, three or four lettered words denoting familiar birds, animals simple words of command, etc. If Children's names are short, they may be encouraged to learn to write their names.	

① Practice of writing on slates may be encouraged

Contd.....

PRE-SCHOOL ACTIVITIES

S. No.	Theory	Remarks	Practical	Remarks
1.	Importance of Activities in the Pre-school Education.	Periods: 5	I. 1. Exercises on waling on lines. 2. How to pour liquids. 3. How to fold napkins, dusters, etc. 4. How to offer pointed articles. 5. How to carry pieces of furniture-Chairs, Tables, Stools, and love them. etc.	If sensorial activities are introduced in the form of play
2.	Different types of Activities:			
	a. Purposeful activities:	Line block-building, sand play, water-play gardening, walking on the lines, etc.		
	b. Creative activities:	Free hand drawing, kummi kolattam, etc.	II. Social manners like congratulating, thanking, apologising, greeting and taking leave, etc.	
	c. Activities of daily life	Sweeping, spreading mats and rolling them back, helping mother and father by attending to their small errands. (These are at present neglected at home).	III. Sensorial activities:	
	d. Sensorial activities and its importance	Activities of different senses.	1. Visual: Identification of Colours. 2. Tactile: Discrimination of roughness and smoothness. 3. Auditory: Distinguishing various grades of sounds. 4. Gustatory: Distinguishing four primary tastes (Sweet, Saltish, Bitter and Sour) in liquid. 5. Olfactory: Distinguishing different smells - mild, strong, pleasant, foul etc.	

CIVICS

S. No.	Theory	Remarks	Practicals	Remarks
1.	The concept of oneness and unity in India (National integration)	Periods: 2	<u>Practical Demonstrations</u>	Periods: 4
2.	The meaning of National Flag, Canons attached to its hoisting, lowering etc.		1. Hoisting and Lowering the National Flag.	
3.	National Anthem, its author and its meaning. Patriotism or pride of one's own country.		2. March Past and taking the salute.	
4.	Development of Road sense.		3. Singing National Song Correctly - in all attention.	
5.	Prevention of littering the surroundings - care in the use of Public places ie. Parks, Lavatories etc.		4. Stories of patriots, national heroes, freedom fighters of Tamilnadu and their contribution to freedom of India are to be selected and narrated.	
6.	Introduction to Citizenship.		5. Observance of local festivals importance of such festivals.	

RECREATION

S. No.	Theory	Remarks	Practical	Remarks
1.	Role of Play - Free play and recreation in the physical and mental development of the Pre-school children.	Periods: 3	1. Practising games or sports - indigenous and other Indoor and Outdoor games.	Periods: 8
2.	Recreation as applicable to rural and urban areas.		2. How children should be encouraged to participate in them.	
3.	Different forms or types of Recreation (indigenous and others)		3. How they should be guided to be fair in playing games, imbibe team spirit and take victories and defeats with cheerful equanimity.	
4.	Open places near Balwadi and their uses as play-ground.			
5.	Suitable Indoor and Outdoor games for pre-school children.			
6.	Planning and organising of programmes of games or sports in relation to local sanitation.			
7.	Responsibilities of leaders and leadership training.			
8.	Importance of play activities in Balwadi programmes.			

HAND WORK

S. No.	Theory	Remarks	Practical	Remarks
	<p>The purpose is to teach the trainees or teachers (Balasevikas) various skills so that they would utilise them for preparing teaching aids and other educational materials. Knowledge of those skills is also necessary to help children to learn simple skills in crafts.</p>	<p>Children love to do hand work. (creative activities)</p> <p>Periods: 5</p>	<p>1. It should be seen that various types of crafts taught should be reproduced by the trainees and even more should be produced by them from their imagination.</p>	<p>Periods: 10</p>
1.	<p>How to make the following?</p> <p>a) Paper work - flowers, garlands etc.</p> <p>b) Palmyra work</p> <p>c) Shells work</p> <p>d) Clay work</p> <p>e) Simple sewing, button stitching mending, darning etc.</p>		<p>2. Preparation of scrap books with pictures, collected out of 'junk' and pasted in a systematic manner for general knowledge</p> <p>3. Making of stuffed toys, balls, match box toys, puffet making etc.</p> <p>4. Nature samples.</p> <p>5. Exhibitions and simple projects to be got up.</p>	

STORY TELLING

S. No.	Theory	Remarks	Practicals	Remarks
1.	Importance of Story Telling, Improvement in vocabulary and general knowledge.	A very popular subject among children.	1. Children should be encouraged to repeat the stories taught in their own style.	Periods 10
2.	Types of suitable stories (fables, religious patriotic etc) to be selected for Balwadi children as per their age.	Periods: 2	2. Trainees to be given practical lessons in handling classes on 'Story Telling'.	
3.	How to narrate stories to Balwadi children, with illustrations in simple diction and in an interesting manner.			

ACTION SONGS

1.	Importance of Action Songs.	Another popular subject among children.	1. A Collection of suitable and varied action songs is to be made.	Parents of children in village are very particular that their children should repeat some English Nursery rhymes.
2.	Helping children to develop certain skills in fine arts, through simple music, rhythmic activities and simple dramatisations.	Periods: 2	2. Trainees should be given practical training in 5 action songs and 'Nursery rhymes' (in Tamil and English like Jack & Jill), 2 Folk-songs, bhajan songs or Prayer Songs and simple themes for two short pieces of drama.	
3.	Action songs, dramatisation, music, Bhajans etc., should be simple in diction and interesting in their contents.			
4.	The action songs provide scope for mild physical exercises for children's limbs and help them to get over stage fright.			Periods: 10

GENERAL

S. No.	Theory	Remarks	Practical	Remarks
1.	Love of God; Kindness to Animals; Respectful behaviour to parents, teachers and elders.	Certain subjects or topics which could not be brought under the specific headings are dealt with here. They are, however, important. Periods : 8	1. Bala Sevikas are to be shown various records/ registers and files to acquaint them with their maintenance correctly and neatly.	Periods: 10
2.	<u>House visiting:</u> Advice to mothers on various subjects of importance Family Planning and Spacing of Children; Raising of kitchen gardens, Poultry Farming; Small Savings; Co-operation to Balasevikas in conducting Balwadis.		2. They should also be acquainted with the simple way of keeping accounts correctly.	
3.	<u>Paper administration:</u> Maintenance of important Registers: 1. Admission - Attendance (2) - One for pupils and one for teachers. Stock and furniture and other equipment, like teaching aids - Daily Cash (Income and expenses) - Midday meals, Play Roll - Staff leave - Log Book and Visitors' Book etc. and relevant files of vouchers, letters of orders, etc. 2. Maintenance of records, charts, etc., How to maintain them correctly and upto-date and their importance.		3. Assignments are to given in this regard. 4. Preparation of time-table and syllabus.	

Contd....

S. No.	Theory	Remarks	Practical	Remarks
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3. How Balwadi money should not be mixed up with Balasevika's private money.

4. Maintenance of accounts correctly and upto-date.

4. Programme Planning:

Long term plan, short term plan, Scheduling the day and evaluation.

5. School readiness:

Physical and motor factors, mental readiness, language readiness, personal social and emotional readiness and environmental readiness.

5. Particulars about the training of Child Welfare Organisers:

S. No.	Name of the training centre	Training period From	To	Selected by whom	Objective of your participation in training

6. Mention the concrete outcomes of your training?

7. Mention your opinions with regard to the usefulness of the subjects taught during the training?

Subjects taught	Useful	Not useful

Foods and nutrition		
Health		
Child care		
Creative activities		
Others		

8. What are your views regarding the Child Welfare Organisers' training?

9. Was the training period adequate?

Yes No

If no, suggest the changes to be made

10. How do you have contacts with the training centre for follow up?

By correspondence Personnel visit Others

B. Information regarding the Child Welfare Centres:

1. What are the objectives of your Child Welfare Centre?

2. When was the Child Welfare Centre started in your village?

3. Where it is functioning?

Own building Rented building
Public/Community building Others

4. Is there any other pre-school for children of 2½ - 5 years other than the centre?

Yes No

If yes, mention what type of school?

Private School Government school

5. Details about the enrolment of children in the Child Welfare Centre?

S.No.	Children	Number of children		Attending at present
		Attend last year	Registered this year	
-----	-----	-----	-----	-----
-----	-----	-----	-----	-----
-----	-----	-----	-----	-----

2. Do you allot time for children to sleep/take rest?

Yes No

D. If no why?

D. Methods and aids used by the Child Welfare Organisers:

Mention the subjects you are teaching and the methods used for the same.

Subjects taught	Whether teaching		Methods used			
	Yes	No.	So- ngs	Sto- ries	Pic- tur- es	Play mate- rials

1. Nutrition
2. Health and hygiene
3. Desirable habits
4. Need for clean dress
5. Discipline
6. Birds and animals
7. National leaders and National flag
8. Traffic rules

Preparation of Teaching aids.

Are you utilising the waste materials for creative activities?

Yes No

If yes, mention

S.No.	Materials used	Products of the creative activities	How it is used
-------	----------------	-------------------------------------	----------------

Feeding programme:

1. Is there a feeding programmes in your school?

Yes No

2. If yes, who is assisting the feeding programme?

Government:

Public :

Others :
(Specify)

3. Meal pattern

a. Mention the meal pattern

Day

Menu

b. Do you change the menu?

Yes No

If yes, mention the changes

4. Food preparation and serving

S.No.	Person involved	Place	Problems faced	Suggestions to over come the problems
1.	Food preparation			
2.	Food serving			

5. Purchase of food stuffs:

Mention the following:

S.No.	Food stuffs	Frequency of purchasing	Place of purchase	Persons who purchase	Problems faced while purchasing	Suggestion of any

6. Methods of storing foodstuffs:

Mention

S.No.	Food stuffs	Methods of preservation storage	Problems faced while preserving	Suggestions if any

7. School gardens:

Do you have a school garden in your Child Welfare Centre?

Yes No

a. If yes, mention the products of your garden?

b. Mention how the products are used?

8. Do you get the help from the local people for feeding programme?

Yes No

a. If yes, mention type of help.

Cash Food stuff Help for cooking

Others (specify)

F. Health and hygiene of children:

1. Can you identify healthy from unhealthy children?

Yes No

If yes, how?

2. Is there health check-up in the Child Welfare Centre

Yes No

If yes,

S.No.	By whom	Frequency	Problems	Solution
1.	Primary Health Centre			
2.	Nurse			
3.	Private doctors			
4.	Others (Specify)			

3. Are heights and weights taken?

S.No.	Yes	No	By whom	frequency
1.			Height	
2.			Weight	

4. Is there provision in your Child Welfare Centre for first-aid?

G. Parent education programmes in the Child Welfare Centre

1. Do you have Parent Teacher Association in your Child Welfare Centre?

Yes No

2: If yes, mention

S.No.	Frequency of meeting	Number of parents attending	Place of meeting
-------	----------------------	-----------------------------	------------------

3: Do you conduct parent education classes?

Yes No

4. If yes, mention the subjects taught and methods used

S.No.	Subjects	Whether teaching		Lect- ure	Methods of teaching				
		Yes	No		Diss cuss- ion	Demon- tra- tion	Story tell- ing	Film show	other metho- ds
1.	Importance of nutritious foods								
2.	Nutritional needs of vulnerable group								
3.	Importance of breast feeding								
4.	Preparation of low cost nutritious foods								
5.	Importance of kitchen garden								
6.	Importance of poultry keeping								
7.	Methods of preserving foods								
8.	Health and hygiene								
9.	Prevention of communicable diseases								
10.	Small savings								
11.	Creative work								

H. Supervision and guidance in the Child Welfare Centre:

1. Is your Child Welfare Centre supervised by the officials?

Yes

No

2. If yes, mention

Person who supervises	Frequency of supervision	How it is supervised	Suggestions given by them	Opinions regarding supervision
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I. Maintenance of records and registers:

List the records and registers maintained by you

S.No.	Records and registers	Maintained by
-------	-----------------------	---------------

J. Opinions of Child Welfare Organisers regarding the Child Welfare Centre:

Mention

1. Benefits derived from your Child Welfare Centre

To Children	To Parents	To Community
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2. Mention the problems in running your Child Welfare Centre:

Details	Problems arising		How you are solving	Your Suggestions to solve the problem
	Yes	No		

A. Problems related to the conduct of the balwadi

1. Finance
 2. Feeding programme
 3. Play equipment
 4. Teaching aids
 5. Attendance of children
 6. Parents co-operation
 7. Balwadi building
- B. Personal problem of child welfare organisers
- C. Others (specify)

3. Mention whether you wish to continue the job in the Child Welfare Centre:

Reasons:-

APPENDIX IV

PERMISSION LETTER FROM THE DIRECTOR, DEPARTMENT OF SOCIAL WELFARE,
GOVERNMENT OF TAMIL NADU TO UNDERTAKE THE STUDY

From	To
Thiru S.A.Subramani, I.A.S., Director of Social Welfare Administrative Office Buildings Teynampet, Madras-6	The Principal Sri Avinashilingam Home Science College Coimbatore-11

Roc. No. 74433/J2/74, dated 11.11.74.

Madam,

Sub: Social Welfare - Granting of permission to study Selvi S.Saraswathi,
M.Sc. (Home Science Extension) to undertake thesis on "Evaluation
of Child Welfare Organizers' of Tamil Nadu - Regarding.

Ref: Your letter No. 3284, dated 10.10.74.

With reference to your letter cited I am to convey permission to Selvi S.Saraswathi, M.Sc. (Home Science Extension) to undertake a study on "Evaluation of Child Welfare Organiser's of Tamil Nadu". The list of number of child Welfare centres in the districts is enclosed. You may please let me know the districts in which the study is to be carried out, so that list of child welfare centres in that particular district can be furnished by this office. On hearing from you with regard to the mode of study, interview etc. suitable instructions will be given to the respective Panchayat Union Commissioners. It is to be understood that no financial commitment to Government is involved.

In this connection kindly request the candidate to send a copy of the thesis presented to the University, to this office also after completion of the study.

Encl: 1

sd/-
for Director of Social Welfare

Copy to Secretary to Government
Social Welfare Department
Fort St. George, Madras-9

/True copy/

APPENDIX V

INSTRUCTIONS ISSUED TO THE PANCHAYAT UNION COMMISSIONERS
BY THE DIRECTOR, DEPARTMENT OF SOCIAL WELFARE,
GOVT. OF TAMILNADU

Rec. No.74433/J2/74

Office of the Director of Social
Welfare, Administrative Office
Buildings, Teynampet, Madras - 6

Dated: 3-12-74

Circular

Sub: Research study on Child Welfare
Organisers of Tamilnadu by a student
of Sri Avinashilingam Home Science
College - Instructions issued.

The Principal, Sri Avinashilingam Home Science College, Coimbatore has informed this office that an M.Sc. student of the College (Selvi S. Saraswathi) desires to conduct an "Evaluation of Child Welfare Organisers in Tamilnadu" and requested that all possible assistance may be rendered to her. For this purpose, the institution has formulated a questionnaire in Tamil. The institution will soon be sending the questionnaire to be filled in by the Child Welfare Organisers to the Panchayat Union Commissioners. The Panchayat Union Commissioners are requested to distribute the questionnaire to the Child Welfare Organisers working in their panchayat union get the forms filled in by the child welfare organisers urgently and forward them to the institutions direct under intimation to this office. While distributing the questionnaire, the child welfare organisers may be encouraging to give correct and frank opinions. The answers given by them will be kept confidential. The Panchayat Union Commissioners are requested to take prompt action in this regard as the time at the disposal of the candidate is very short.

Sd/-
for Director of Social Welfare
3-12-74

To

The Panchayat Union Commissioners concerned.
Copy to the District Women's Welfare Officers
Copy to the Principal, Sri Avinashilingam Home
Science College, Coimbatore

/Copy/

APPENDIX VI

INSTRUCTIONS ISSUED TO THE DISTRICT WOMENS WELFARE OFFICERS
BY THE DIRECTOR, DEPARTMENT OF SOCIAL WELFARE,
GOVERNMENT OF TAMILNADU

Rec. No.74433/J2/74

Office of the Director of
Social Welfare, Administrative
Buildings, Teynampet, Madras-6

Dated: 3-12-74

Sub: Research study on Child Welfare Organisers
of Tamilnadu by a student of Sri Avinashilingam
Home Science College - Instructions - Regarding.

The Principal, Sri Avinashilingam Home Science College, Coimbatore has informed this office that an M.Sc. student of their college (Selvi S. Saraswathi) desires to conduct an "Evaluation of Child Welfare Organisers in Tamilnadu" and requested that all necessary assistance may be rendered to her. A questionnaire prepared by the institution will be forwarded to the Panchayat Union Commissioners to be distributed to the Child Welfare Organisers working in their Panchayat Unions. The Panchayat Union Commissioners of the concerned Panchayat Unions have been addressed in this regard. As soon as the questionnaires are received, the Panchayat Union Commissioners should distribute them to the Child Welfare Organisers and collect them back and send them back to the institution. (Copy of the instructions to the Panchayat Union Commissioners is enclosed). The Dist. Women's Welfare Organisers are requested to extend full co-operation and assistance to the candidate.

Encl:1

Sd/- ...

for Director of Social Welfare

To
The District Women's Welfare Officers

Copy to the Principal
Sri Avinashilingam Home Science College
Coimbatore

/Copy/

APPENDIX VII

LETTER FROM THE PRINCIPAL, SRI AVINASHILINGAM HOME SCIENCE
COLLEGE, COIMBATORE, TO THE PANCHAYAT UNION
COMMISSIONERS

From

December 20, 1974

The Principal
Sri Avinashilingam Home Science
College for Women
Coimbatore-641011

To

The Panchayat Union Commissioner,

Dear Sir,

Sub: Research Study on Child Welfare Organisers of
Tamilnadu by a Student of Sri Avinashilingam
Home Science College -

Ref: No.74433/J2/74 Office of the Director of Social
Welfare, Administrative Office Buildings
Teynampet, Madras-6, dated 3-12-1974.

Selvi S. Saraswathi of II M.Sc. Extension of our
college is doing her thesis on "Evaluation of the Child
Welfare Organisers in Tamilnadu". We are sending the
Questionnaires to you to distribute it and get them filled
up by the Child Welfare Organisers of the following areas
from your block.

- 1.
- 2.
- 3.
- 4.
- 5.

Herewith we are sending stamped envelopes too. Kindly get
the questionnaires filled up by them and send back to us
by 5th Jan. 1975. Expecting your positive and prompt
action.

Thanking you,

Yours sincerely,

Sd/-
PRINCIPAL

/Copy/

APPENDIX VIII

LETTER FROM THE PRINCIPLE, SRI AVINASHILINGAM HOME
SCIENCE COLLEGE, COIMBATORE, TO THE CHILD WELFARE
ORGANISERS OF TAMIL NADU

ஸ்ரீ அவினாசிங்கம் மனையியல் கல்லூரி

கோயமுத்தூர்

டாக்டர் இராசம்மாள் பா. தேவதாஸ்
எம். ஏ., எம். எஸ்ஸி, பி. எச் டி (ஒஉறியோ)
இயக்குநர்

நவம்பர் 6, 1974

பெறநர் . .

அன்புள்ள சகோதரி அவர்கட்கு,

வணக்கம்.

திரு அவினாசிங்கம் மனையியல் கல்லூரியில், விரிவுத்தறையில் இராச்டாமாண்டு மேற்பட்ட வகுப்பில் படிக்கும் மாணவியாகிய செல்வி செ. சரஸ்பதி தமிழ் நாடு அரசு குழந்தை நலக் காப்பாளர்கள் செய்யும் பணிகள், அவர்தம் பிரச்சினைகள், அவற்றைத் தீர்ப்பதற்கான ஆலோசனைகள் ஆகியவற்றைப் பற்றிய ஓர் ஆராய்ச்சியை மேற்கொண்டிருக்கிறேன். இத்துடன் இணைக்கப்பட்டுள்ள வினாத்தாண்டில் நாங்கள் அறிய விரும்பும் கருத்துக்கள் பற்றிய விவரங்கள் அடங்கி உள்ளன. நாங்கள் தயை செய்து இந்த வினாத்தாளை நன்கு படித்து உங்கள் கருத்துக்களைத் தருமாறு அன்புடன் வேண்டுகிறோம்.

இந்த ஆராய்ச்சியின் நோக்கமே, குழந்தை நலக்காப்பாளர்களின் கருத்துக்களையும், பிரச்சினைகளையும் மனதிற்கொண்டு, இக்காபகங்களின் பிரச்சினைகளைத் தீர்க்க நமது அரசுக்கு ஆலோசனைகள் வழங்குவதேயாகும். எனவே, அவ்விதத் தயக்கமுமின்றி உங்கள் கருத்துக்களையும், பிரச்சினைகளையும் குறிப்பிடுமாறு வேண்டுகிறோம். நீங்கள் கூறிய கருத்துக்களின் தொகுப்பையே நாங்கள் எங்கள் ஆராய்ச்சிக்குப் பயன்படுத்திக்கொள்வோமே தவிர, உங்கள் பெயரை எக்காரணத்தைக் கொண்டும் வெளியிடமாட்டோம். தவிர உங்களது கருத்துக்களும், ரகசியமாகவே கருதப்படுமென்றும் உறுதியளிக்கிறேன். எனவே இம்முயற்சியில் தங்கள் நல்லாதரவையும், முழு ஒத்துழைப்பையும் எங்களுக்கு நல்குமாறு பணிவன்புடன் உங்களை வேண்டிக் கொள்கிறோம். இந்த வினாத்தாளைப் பூர்த்தி செய்து தேதிக்குள் எங்களுக்குக் கிடைக்குமாறு அனுப்பவேண்டுகிறோம். தபால் செலவுக்கான தமால் தலை ஒட்டப்பெற்றுள்ள ஓர் உறையும் இத்துடன் இணைக்கப்பட்டுள்ளது. எனவே தாமதமின்றி இந்த ஒத்துழைப்பை எங்களுக்கு நல்குவீர்கள் என்ற நம்புகிறோம்.

நன்றி,

தங்கள் அன்புள்ள,
கையொப்பம்

இணைப்பு: 1, வினாத்தாள்
2. தபால் உறை

இராசம்மாள் பா. தேவதாஸ்

(நகல்)