

Role of Panchayati Raj Institutions in Early Childhood Care Education in Himachal Pradesh- An Appraisal

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Abstract: Early Childhood Care Education (ECCE) is an indispensable foundation for lifelong learning and development and has critical impact of success at the primary stage of education. It is therefore becomes imperative to accord priority attention to ECCE (Govt. of India, 2012). Research has also indicated that if these early years are not supported by, or embedded in, a stimulating and enriching physical and psychosocial environment, the chances of the child's brain developing to its full potential are considerably, and often irreversibly, reduced. The Govt.of India has emphasizes the role of panchayatiraj institution in planning and implementation of ECCE programmes. The emphasis is laid on the direct involvement of panchayatiraj institutions to oversee the management of ECCE (Govt. of India,2012). In Himachal Pradesh panchayati raj institutions have been involved in monitoring, supervision of ECCE/anganwadi centres and identification of beneficiaries (Govt. of Himachal Pradesh, 2011).Panchayats are authorise to check regularity of functioning of anganwadi centres, ensure coverage of all eligible beneficiaries, ensure the coordination with department like health and family welfare, panchayati raj and education, ensure non-formal pre-school education at anganwadi centres, improving infrastructure, ensure distribution of food and health services, construction of anganwadi centres in its areas, providing infrastructure facilities and other logistic support to facilitate implementation of the programme (Govt. of Himachal Prsdesh, 2010). It is against this background that the research was conducted to find out the role of panchayati raj institution in ECCE. The six districts of Himachal Pradesh were surveyed. The multi-staged and simple random

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sampling technique was used to select the 180 anganwadi workers, 120 members of gram panchayats and 60 members of panchayat samiti. The data collected was summarized into frequencies and percentage. The findings of the study revealed that the role of Panchayati Raj Institutions in supporting Anganwadi services is found to be wanting in several respects.

Keywords: Panchayats, early childhood care education, anganwadi centres

1. INTRODUCTION

Early Childhood Care Education (ECCE) refers to programmes and provisions for children from pre-natal to six years of age, which caters to needs of the child in all domains of development i.e. physical, motor, language, cognitive, socio-emotional and creative and aesthetic appreciation; and ensures synergy with health and nutrition aspects (Govt. of India, 2012).

The first six years of a child's life have been recognised as the most critical ones for optimal development. Since the process of human development is essentially cumulative in nature, investment in programmes for the youngest children in the range of 0-6 years has begun to be accepted as the very foundation for basic education and lifelong learning and development. This stage in life is also important as a foundation for the inculcation of social values and personal habits, which are known to last a lifetime. Over the years, the field of childcare, inspired by research and front-line experiences, has developed into a coherent vision for early childhood care and education. The early childhood care education has a demonstrable effect on children's achievement level in early primary grades (Kauland Sankar, 2009). The value of early childhood programming went for beyond the children and extended to the care givers and community (Myers and Hertenberg, 1987). Early intervention programming showed a positive effect on primary school enrolment initial adjustment and on achievement in the early years of primary schooling (Myers, 1988). Good quality of pre-school experiences supports children social and educational development. Pre-school experience helped in developing the cognitive abilities of children and the influence was long term and persists upon the adolescent stage (Tripathy, 1989).

The national policy on education announced in 1986 was a major break though for the concept of ECCE. The main aspects were: recognition of the holistic development of the child, emphasis on play as a medium of informal teaching, the use of non-formal methods, and a pluralistic and continuous approach. The 11th five year plan has acknowledged the importance of ECCE as the stages that lays foundation of life long development and the realisation of child's full potential and direct that all children be provided

with at least one year of pre-school education in the age group of 3-6 years (Govt. of India, 2012). The Right of Children to Free and Compulsory Education Act which came into existence from April 1, 2010 has also address ECCE under section 11 of the Act which state that “with a view to prepare children above the age of 3 years for elementary education and to provide early childhood care education for all children until they complete the age of six years. The appropriate government may make necessary arrangement for providing free pre-school education for such children” (The Gazette of India, 2009).

The government of India launched the Integrated Child Development Scheme (ICDS) in 1975 and suggested that it might be worked in all states to meet the basic needs of the child. The proposal was made for pre-school children covering supplementary nutrition feeding, immunization, health, care including referred services, nutrition, education of mother etc. The ICDS has been classified as a centrally sponsored programme and will be implemented through the state government with 100% financial assistance from the central government for inputs other than supplementary nutrition. The state has to provide funds for supplementary nutrition. The central social welfare board, voluntary organizations, local bodies and panchayati raj institutions are to be actively involved in this programme for implementation. The intention is to entrust the running of anganwadis to voluntary organization, local bodies and panchayati raj institutions. National Curriculum Framework also emphasized two year of pre schooling and considered ECCE as significant for holistic development of the child, as a preparation for schooling and support services for women and girls and stresses the importance of involving women’s groups in ECCE program particularly under the decentralized panchayati raj system or system of local government (NCERT, 2005).

2. ECCE IN HIMACHAL PRADESH

Historical background of pre-primary education in Himachal Pradesh reveals that in the year 1948-49, there were no facilities for pre-primary education, later two institutions were opened and both were maintained by the territorial council, one at Bilaspur and other at Mandi with total enrolment of 70 students. The Himachal Pradesh government was conscious of the difficulties of the weaker sections of its community, so the government started a good number of pre-primary schools, one each at tehsil headquarter at Arki, Solan, Bilaspur, Chamba, Kalpa, Mandi, Nahan, Poanta, Rampur and Theog. Then there were three non-government schools of which two were in Hamirpur district named as Adarsh Shishu Nursery Schools and Nehru Memorial Co-Educational

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School and third was Kasturba Nursery School in Mandi district. At the end of the Third Five Year Plan in 1965-66, the number of the pre-primary schools in the state was 12 (Govt. of Himachal Pradesh, 2012).

Table 1 showing district wise distribution of ECCE/anganwadi centres, total population of children of 0-6 years and those who are beneficiaries under various schemes for children between 0-6 years of age in Himachal Pradesh up to July, 2012.

Table 1 indicates that there are 18,571 anganwadi/ECCE centres in Himachal Pradesh. Total population of children between age 0-6 years is 6, 23,084. The children who are receiving the benefit of the various schemes under ECCE/anganwadi centres between age 0-3 years are 2, 63, 075 and 3-6 years are 1, 64, 384 while 1, 95, 625 children are either not attending angawandi centres or are in private care centres.

In Himachal Pradesh the panchayati raj institutions have been involved in the early childhood care education. The gram panchayats and panchayatsamiti have been given the responsibilities regarding the ECCE

Table 1: The district wise distribution of ECCE/anganwadi centres, total population of children's of 0-6 years along with beneficiaries under the same age in Himachal Pradesh is listed below.

District	No. of ECCE/ anganwadi centres	Total population (0-6) age	Population of beneficiaries under various schemes in ECCE/anganwadi centres	
			Total population (0-3) age	Total population (3-6) age
Bilaspur	1103	35826	16564	13372
Chamba	1462	55271	24512	21594
Hamirpur	1347	40177	17423	6584
Kinnaur	232	6903	3089	2514
Kangra	4152	133412	52625	26411
Kullu	1077	40133	17230	10874
LahulSpiti	123	2329	944	806
Mandi	2961	94233	40487	34109
Shimla	2025	66410	27098	14551
Solan	1256	48233	19381	10334
Sirmour	1476	52213	23267	14854
Una	1357	47944	20455	8381
Total	18,571	6, 23, 084	2, 63, 075	1, 64, 384

Source: Women and Child Development Department Shimla, Himachal Pradesh

by the Panchayati Raj Department and Women and Child Development Department. The pradhan/ward members are the chairperson of the Anganwadi Level Monitoring and Support Committee (ALMSC) and as a committee members they are authorised to check regularity of functioning of anganwadi centres, ensure coverage of all eligible beneficiaries, ensure the coordination with line department like health and family welfare, panchayati raj and education, ensure non-formal pre-school education at anganwadi centres, improving infrastructure, ensure distribution of food and health services (Govt. of Himachal Pradesh, 2012).

The gram panchayat has been given the responsibility to assist in identification of beneficiaries and management of ECCE/anganwadi centres. As far as panchayatsamiti is concerned the responsibility regarding the establishment/construction of anganwadi centres in its areas, providing infrastructure facilities and other logistic support to facilitate implementation of the programmes devolved to it by Himachal Pradesh Panchayati Raj Department (Govt. of Himachal Pradesh, 2010).

3. OBJECTIVES OF THE STUDY

The objectives of the study were to find out the role of panchayati raj institutions in enrolment, staff recruitment, study/play material, infrastructural facilities, record maintenance, monitoring, reporting and financial assistance in early childhood care centres in Himachal Pradesh.

4. RESEARCH METHODOLOGY

The multi-staged and simple random sampling technique was used for the present study. The study was undertaken on six districts of Himachal Pradesh viz. Hamirpur, Shimla, Kangra, Chamba, Solan and Sirmour. The questionnaires, interview scheduled and observation scheduled was used to collect the views from the respondents. The sample includes 180 anganwadi workers, 120 members of gram panchayat and 60 members of panchayatsamiti.

5. RESULTS & DISCUSSION

5.1 Enrolment

Responses on role and functions of gram panchayat and panchayat samiti in enrolment of children for ECCE is given in tables 2 and 3 and figure 1 (a & b).

Table 2 indicates that 73.33% members of gram panchayats have opined that they have been given role and functions regarding the ECCE while 26.67%

Table 2: Responses on enrolment for ECCE

Item	Members of Gram Panchayat N=120				Members of Panchayat Samiti N=60			
	Yes		No		Yes		No	
	N	%	N	%	N	%	N	%
Role and functions in enrolment	88	73.33	32	26.67	-	-	60	100

Table 3: Responses of anganwadi workers regarding panchayats' role in enrolment.
N=180

Gram panchayat and panchayat samiti assist in enrolment	Yes		No	
	N	%	N	%
Identifying learners	48	26.67	174	96.67
Providing anganwadi centre	48	26.67	132	73.33
Awareness programme	27	15	153	85

Source: Survey data, 2012

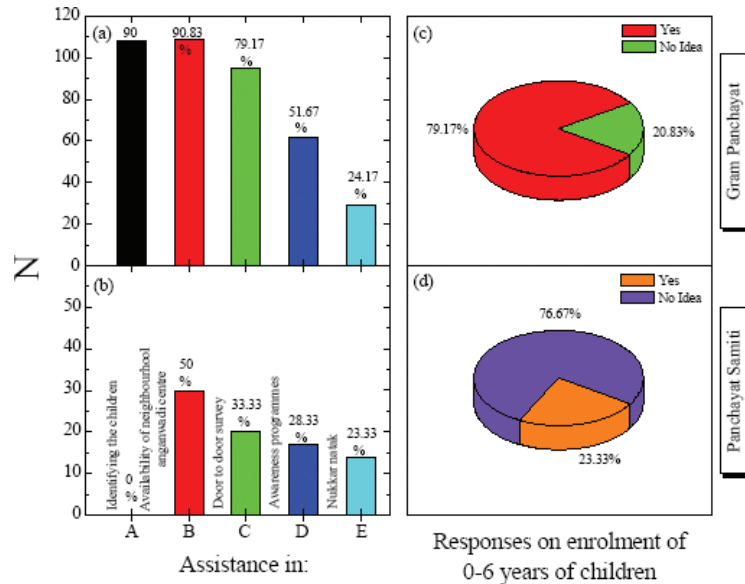


Figure 1: (a & b) Bar diagrams shows the responses on assistance provided in enrolment at anganwadi centres, whereas (c & d) the pie diagram shows the responses on enrolment of 0-6 years of children(Source: Survey data, 2012).

are not agreed to this. All members of panchayat samiti conveyed that they play no role in the enrolment of children for ECCE at anganwadi centres but it assist gram panchayat in its tasks.

It is evident from the figure 1(a & b) that 90.83% and 90% members of gram panchayat have expressed that they assist in providing neighbourhood anganwadi centre and identify the children respectively. On the other hand 79.17%, 51.67% and 24.17% members of gram panchayat provide assistance in door to door survey, awareness programme and nukkar natak respectively. The figure further indicates that members of panchayat samiti assists gram panchayat in providing neighbourhood anganwadi centre (50%), door to door survey (33.33%), awareness programme (28.33%) and nukkar natak (23.33%) for ECCE.

The data presented in the figure1 (c & d) depicts that 79.17% members of gram panchayat and 23.33% members of panchayat samiti opined that all the children between 0-6 years enrolled in anganwadi centres while 76.67% members of panchayat samiti and 20.83% members of gram panchayat and have no idea about this.

Table 3 pointed that majority of anganwadi workers conveyed that gram panchayat gives no assistance in identifying learners(96.67%), providing anganwadi centre (73.33%), and awareness programme (85%).

6. STAFF RECRUITMENT

Responses on role and functions of gram panchayat and panchayat samiti in staff recruitment in anganwadi centre is given in table 4 and figure 2.

The table 4 shows that 60% members of gram panchayat and all the members of panchayat samiti opined that they play no role in staff recruitment while 40% members of gram panchayat stated that they play role in staff recruitment at anganwadi centres especially in selecting helper and anganwadi worker.

The data regarding the selection of staff at anganwadi centre in the figure 2 indicates that anganwadi staff is selected through open selection (93.89%)

Table 4: Responses of members of gram panchayat and panchayat samiti in staff recruitment in anganwadi centres

Role and functions in staff recruitment	Members of Gram Panchayat N=120				Members of Panchayat Samiti N=60			
	Yes		No		Yes		No	
	N	%	N	%	N	%	N	%
	48	40	72	60	-	-	60	100

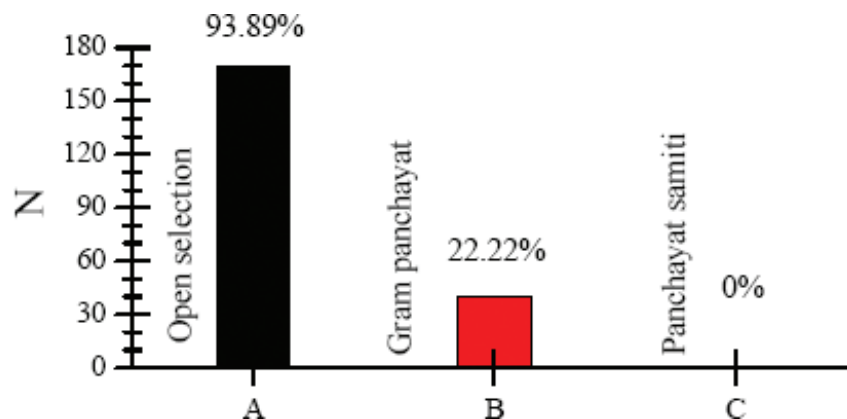


Figure 2: Responses of anganwadi workers on the staff recruitment(Source: Survey data, 2012).

while some of the agnawadi workers(22.22%) viewed that gram panchayat also assist in staff selection. Panchayat samiti plays no role in staff selection.

7. STUDY AND PLAY MATERIAL

Responses on role and functions of gram panchayat and panchayat samiti in study and play material provided in anganwadi centre is given tables 5 and 6.

Table 5: Responses of members of gram panchayat and panchayat samiti in study and play material given in anganwadi centres

Item	Members of Gram Panchayat N=120				Members of Panchayat Samiti N=60			
	Yes		No		Yes		No	
	N	%	N	%	N	%	N	%
Role and functions regarding study and play material	31	25.83	89	74.17	-	-	60	100

Source: Survey data, 2012

Table 6: Responses of anganwadi workers on assistance provided by members of gram panchayat and panchayat samiti in study and play material N=180

Study and play material	Yes		No	
	N	%	N	%
Gram panchayat and panchayat samiti assists in providing study and play material	-	-	180	100

Source: Survey data, 2012

It has been found from the above table that majority of members of gram panchayat (74.17%) and 100% members of panchayat samiti expressed that they play no role regarding study and play material given at anganwadi centres.

Table 6 indicates that all anganwadi workers are of the view that panchayat give them no assistance regarding study and play material. From the observation it was found that most of the ECCE centres have teaching learning material but storage facilities for teaching learning material was not good.

Kanwar (2001) in a study on pre-primary teacher education in Himachal Pradesh found that most of the institutions are devoid of new educational gadgets and innovative methods are rare in such training institutions. Jyoti (2004) concluded in a study on the effectiveness of integrated child development scheme programme on delivery of child health care as a package through anganwadi found that all anganwadis were imparting non formal education to the beneficiaries. Teaching learning material has been adequately provided in all the anganwadis. Banu (1981) found in a study that teaching aids were available in most of the balwadis.

8. INFRASTRUCTURE FACILITIES

Responses on role and functions of gram panchayat and panchayat samiti in providing infrastructural facilities is given in tables 7 and 8 and figure 3.

Table 7 indicates that most of the members of gram panchayat (91.67%) and panchayat samiti (90%) conveyed they assist in providing infrastructural facility in anganwadi centres only if funds are available or given by the department whereas very few among the respondents i.e. members of panchayat samiti (10%) and gram panchayat (8.33%) are not agreed to the above said statement.

It appears from the figure 3 that 85.83%, 71.67% and 70% members of gram panchayat are of the view that they help in construction, providing water and toilet facility at anganwadi centres respectively. Figure further depicts that gram panchayat assist in providing, furniture (52.5%) kitchen (48.33%), playground (44.17%), electricity (40.83%), activity room (15.83%) and sleeping room (10.83%) in anganwadi centres. Figure further indicates that majority of members of panchayat samiti assist in construction of anganwadi centres (83.33%) followed by playground (58.33%), furniture (45%), toilets (40%), kitchen (28.33%) and water (25%) facilities at anganwadi centre.

It was observed during the research that most of the anganwadis are run in one room of mahila mandals, panchayat bhawan and rented buildings. These centres have toilet and drinking water facilities. But there is scarcity of furniture. Most of the centres have no proper playground, proper sitting arrangement for children, separate kitchen, play room and light facilities for children.

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Table 7: Responses of members of gram panchayat and panchayat samiti in providing infrastructural facilities at anganwadi centres.

Item	Members of Gram Panchayat N=120				Members of Panchayat Samiti N=60			
	Yes		No		Yes		No	
	N	%	N	%	N	%	N	%
Provide infrastructural facilities in anganwadi centres	110	91.67	10	8.33	54	90	6	10

Source: Survey data, 2012

Table 8: Responses of anganwadi workers on assistance provided by gram panchayat and panchayat samiti in providing infrastructure facilities at anganwadi centres.

N =180

Gram panchayat and panchayat samiti provide infrastructural facilities like	Yes		No	
	N	%	N	%
Construction of anganwadi centres	77	42.78	103	57.22
Furniture	63	35	117	65
Water facility	68	37.78	112	62.22
Toilet	61	33.89	119	66.11
Sleeping room	-	-	180	100
Activity room	-	-	180	100
Electricity	23	12.78	157	87.22
Playground	-	-	180	100

Source: Survey data, 2012

Table 8 shows that majority of anganwadi workers opined that gram panchayat and panchayat samiti provide no assistance in construction of ECCE centre (57.22%), water facility (62.22%), toilets (66.11%) and furniture (65%), sleeping room (100%), activity room (100%), electricity (87.22%) and playground (100%). It was observed that most of the anganwadis are run in one room of government schools, mahilamandals, panchayat bhawan and rented buildings. These centres have toilet and drinking water facilities. But there is scarcity of furniture. Most of the centres have no proper playground, proper sitting arrangement for children, separate kitchen and play room for children.

Sharma (1978) conducted a study of nursery education in Punjab and indicated that these schools are functioning in residential quarters and were

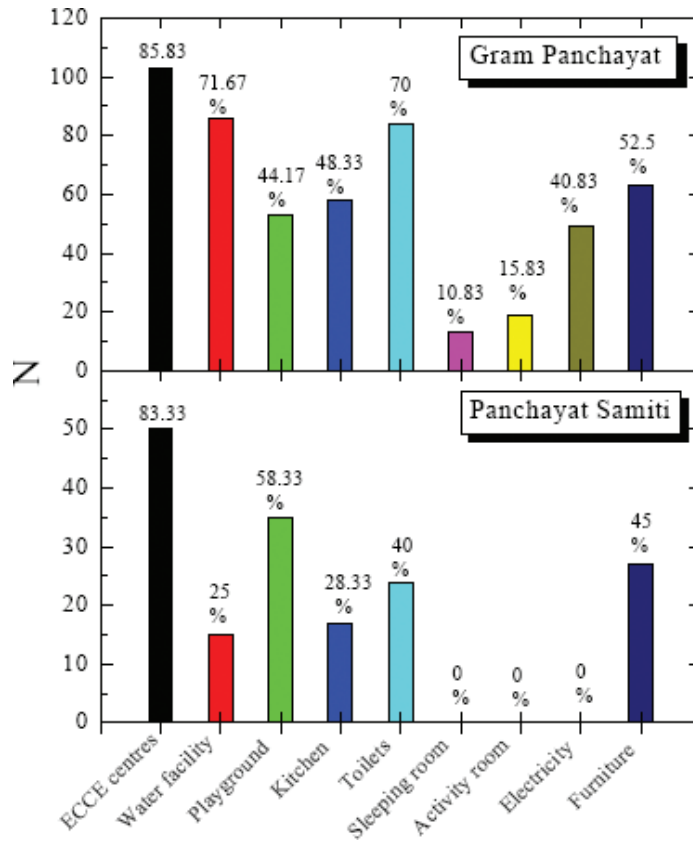


Figure 3: Responses of members of gram panchayat and panchayat samiti in infrastructural facilities provided at anganwadi centres(Source: Survey data, 2012).

usually space starved, unclean and stuffy with dull surroundings. Most of the school did not have any play ground or even play material. Sharma (1992) studied the problem of anganwadis of district Kangra of Himachal Pradesh and found that most anganwadi (60%) being run in kuchcha structure in one room, lighting and toilet arrangements were not proper. However play ground water and first aid facilities were available in all anganwadi centres. Majority of anganwadi centres have no adequate furniture and basic requirements like blackboard, chalk duster etc. The supply of food and nutrition was found to be proper to children. Lal (1996) conducted an evaluated study on pre-primary education in Himachal Pradesh and revealed that most of the anganwadis have no playground while drinking water facilities, teaching aids and first aid were available in the anganwadis.

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Banu (1981) in a study on the problems of balwadis and anganwadis in Shimla district concluded that the anganwadis are being run in one room and dining facilities, bathroom facilities, playground and drinking water facilities were not up to mark in balwadis. Furniture was deficit in most of the balwadis. Corporation form panchayat and other educational institutions were satisfactory.

National Institute of Public Co-operation and Child Development (NIPCCD) (1980) revealed that all centres were fairly in good conditions. Play space in 83% of the anganwadi was insufficient. No separate kitchen, toilet or water services found in a majority of centres. Majority of anganwadis were located at sides that were easily accessible to children.

9. RECORD

Responses on role and functions of gram panchayat and panchayat samiti in record maintenance is given in tables 9 and 10.

Table 9 shows that 100% members of gram panchayat maintain the record of the children between 0-6 years of age while panchayat samiti plays no role and functions in record maintenance.

Table 9: Responses of members of gram panchayat and panchayat samiti on record maintenance at anganwadi centres

Item	Members of Gram Panchayat N=120				Members of Panchayat Samiti N=60			
	Yes		No		Yes		No	
	N	%	N	%	N	%	N	%
Records of children of 0-6 year age are maintained by gram panchayat and panchayat samiti	120	100	-	-	-	-	60	100

Source: Survey data, 2012

Table 10: Responses of anganwadi workers on assistance provided by gram panchayat and panchayat samiti in record maintenance at anganwadi centres

N=180

Record maintenance	Yes		No	
	N	%	N	%
Records of children are maintained in anganwadi centres	180	100	-	-
Gram panchayat and panchayat samiti assist in maintaining record	-	-	180	100

Source: Survey data, 2012

Table 10 indicates that anganwadi workers maintain the record of the children of 0-6 year of age while gram panchayat and panchayat samiti provide no assistance. An observation of the record registers pointed out that the records are well maintained by the anganwadi workers.

Singh, Gopal and Murthy (1978) in a study on balwadis in India found that progress cards were not maintained in 58% of balwadis while the record was set up-to-date in only 32% of them, health record and menus were no-existence in 34% of balwadis. Immunisation and home visit records were even poorer. Kalpana (1978) concluded in a study on pre-school facilities in Shimla that ample facilities for pre-school education are not available.

10. MONITORING

Responses on role and functions of gram panchayat in monitoring anganwadi centres is given in figure 4 (a & b) and table 11.

Figure 4 (a) reveals that members of gram panchayat (93.33%) stated that they monitor anganwadi centres. On the other hand 6.67% members of gram panchayat are not agreed with the above said statement. It is clear from

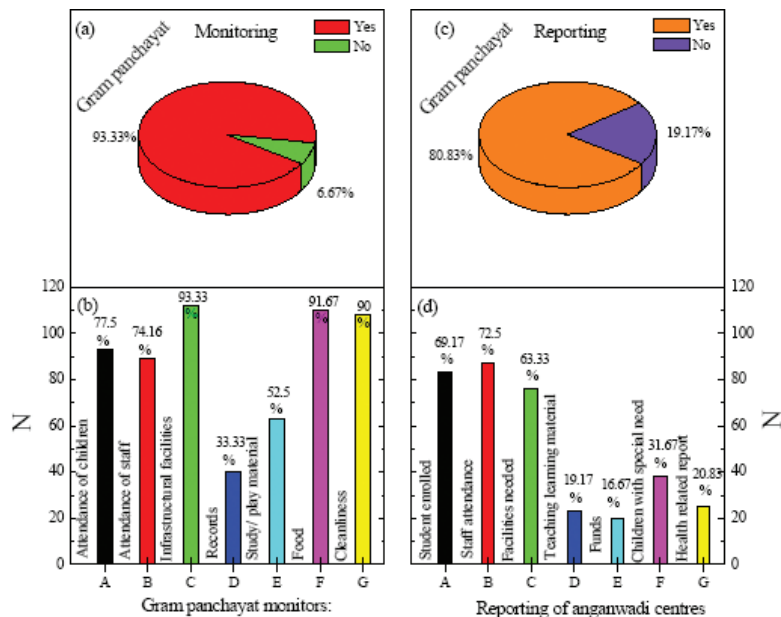


Figure 4: (a & b) Responses of gram panchayat members (N) on monitoring the anganwadi centres. (c & d) Responses of gram panchayat members (N) on reporting of anganwadi centres (Source: Survey data, 2012).

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the figure 4(b) that majority of the members of gram panchayat monitors infrastructural facilities (93.33%) followed by food (91.67%), cleanliness (90%), attendance of children (77.5%), attendance of staff (74.16%), study and play material (52.5%) and records (33.33%) of the children. Panchayat samiti play no role in monitoring of anganwadi centres.

Table 11 revealed that anganwadi workers are of the view that gram panchayat can monitor the early childhood care centres. Panchayat monitors student attendance (85%), staff attendance (84.44%), infrastructure facilities (80%), food (95.55%) and cleanliness (83.88%) but their role is not satisfactory.

Table 11: Responses of anganwadi workers regarding monitoring of anganwadi centres
N=180

Gram panchayat monitors:	N	%
Students' attendance	153	85
Anganwadi worker's attendance	152	84.44
Infrastructural facilities	144	80
Food	172	95.55
Clean environment	151	83.88

Source: Survey data, 2012

11. REPORTING

Responses on role and functions of gram panchayat and panchayat samiti in reporting of anganwadi centres is given in figure 4(c&d) and table 12.

Figure 4 (c) indicates that 80.83% members of gram panchayat are of the view that they can report to the higher authority regarding anganwadi centres while 19.17% are not agreed to the statement. Panchayat samiti play no role in reporting.

It is clear from the figure 4 (d) that members of gram panchayat report about staff attendance (72.5%), students enrolled (69.17%) and facility needed (63.33%) in the anganwadi centres. whereas 31.67%, 20.83%, 19.17% and 16.67% are of the view that they report about children with special needs, health related report, teaching learning material and funds respectively.

Table 12 revealed that 94.44% of anganwadi workers opined that panchayat can report to the higher authority. Panchayat can report about the student enrolled (96.67%), staff attendance (96.67%), infrastructure facilities needed (80.55%) and children with special need (89.44%) but panchayats work is not satisfactory in this regard.

Table 12: Responses of anganwadi workers regarding reporting of anganwadi centres provided by gram panchayat and panchayat samiti

N=180

Reporting	Yes		No	
	N	%	N	%
Gram panchayat and panchayat samiti can report the functioning of ECCE centres	170	94.44	10	5.55
Student enrolled	174		96.67	
Report of the staff	174		96.67	
Facilities needed	145		80.55	
Children with special need	161		89.44	

Source: Survey data, 2012

12. FINANCIAL ASSISTANCE

Responses on role and functions of gram panchayat and panchayat samiti in reporting of anganwadi centres is given in figure 5 (a & b) and table 13.

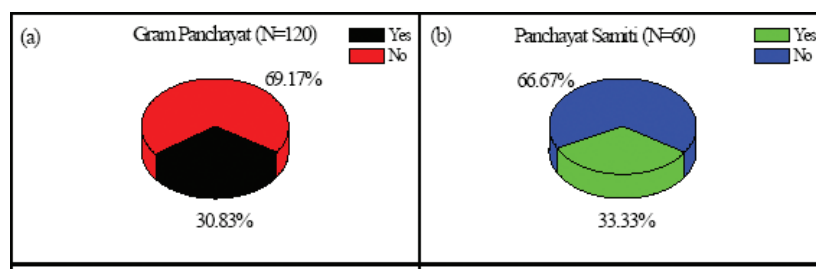


Figure 5: Responses of members of gram panchayat and panchayat samiti in financial assistance provided to angawadi centres (a & b) (Source: Survey data, 2012).

Table 13: Responses of anganwadi workers regarding financial assistance provided by gram panchayat and panchayat samiti

N=180

Financial assistance	Yes		No	
	N	%	N	%
Gram panchayat and panchayat samiti provides financial assistance to the ECCE centres	21	11.67	159	88.33

Source: Survey data, 2012

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The role and functions of gram panchayat and panchayat samiti in financial assistance to anganwadi centres is given in figure 5 (a & b).

Figure 5 (a & b) shows that majority of the members of gram panchayat (69.17%) and panchayat samiti (66.67%) conveyed that they give no financial assistance to anganwadi centres. On the other hand 30.83% members of gram panchayat and 33.33% members of panchayat samiti are of the view that they give financial assistance to anganwadi centres only if department release it.

Table 13 revealed that according to majority of anganwadi workers (83.33%) panchayat gives no financial assistance to ECCE centres.

13. RECOMMENDATIONS

Coordination between panchayati raj department and anganwadi centres need to be strengthened. There is a need to make panchayat more active in implementing programme and schemes for ECCE. Panchayat members should be made aware and trained to perform better function in education as their role cannot be neglected.

Most of the anganwadi centres are running either in rented rooms or in panchayat bhawan or in mahila mandal room. So, there is need to provide good infrastructure to anganwadi centres. There is a need to enhance the role of panchayat so that being local authority it helps in the construction and providing land for anganwadi centre.

Decentralization of management of educational institutions to panchayats is a solution for improving the performance of educational institutions like anganwadi centres.

14. CONCLUSIONS

From the above result it can be concluded that the role of Panchayati Raj Institutions in supporting ECCE services is also found to be wanting in several respects. Panchayat have been given role and functions regarding ECCE in Himachal Pradesh. Panchayat's role in enrolment, record maintenance providing infrastructure facilities, monitoring, reporting and financial assistance is not satisfactory. They give financial assistance only if department release the fund. Coordination between line departments, especially between the Anganwadi Centres and Panchayati Raj Institutions is not found to be satisfactory.

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