



# Budget Implications for Implementation of **NUA-ARUNIMA**

*a pilot study in Koraput District*



# **Budget Implications for Implementation of Nua-Arunima**

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## FOREWORD

It is revealed from different research studies conducted across the world that pre-school education is very important for development of young children (0-6 years) prior to joining the formal school system. It helps in their holistic development at the early grades and has a strong bearing on their regular attendance in the centre, participation in different learning activities and successful transition to primary school. In Odisha, Integrated Child Development Service (ICDS) is the only scheme of Government through which pre-school education is imparted to 3-6 years of children. So, any alteration and less resource allocation in the implementation pattern, policy and budget for ICDS might affect the quality of pre-school education.

Though pre-school education component is considered as one of the important services under ICDS, it is never given priority in the system. Lack of child friendly curriculum, untrained / less qualified facilitators and lack of pre-school materials are the key issues affecting the quality of pre-school education in the state. However, the state government in Odisha has taken some steps during last two years for improvement in the pre-school education. Nua-Arunima along with Work Books, a package for pre-school education, has been developed by the state government to facilitate learning of the children. But, due to lack of adequate financial allocation, Nua-Arunima has not been properly implemented in the state. So, there is a need to understand and analyze the resource gap between the exact amount allocated for implementation of Nua-Arunima and the actual requirement to implement it in the state.

Odisha Budget and Accountability Centre (OBAC), an unit of Centre for Youth and Social Development (CYSD) with the support of Bernard van Leer Foundation (BvLF) has been precisely analyzing the policy and budget for young children in Odisha since 2012. The main objective of the work is to demystify the budget and policy provision for young children and generate awareness among the Civil Society Organisations (CSOs) facilitating better governance and effective implementation of child development programmes in the state.

The current piece of work "Budget Implications for Implementation of Nua-Arunima: A Pilot Study in Koraput District" has come out with the findings reflecting the amount allotted to the Anganwadi Centres (AWCs) for pre-school education, actual amount spent by Anganwadi Workers (AWWs) for the same and the actual requirement for implementation of Nua-Arunima as per the guideline. Continuous support and cooperation have been extended by the AWWs, Supervisors, block and district level ICDS officials to OBAC for accomplishing the task. Profuse thanks to all of them for their generous support. The OBAC Team in CYSD who worked hard to complete this exercise also deserves earnest thanks. Last but not the least, our sincere gratitude to all the stake holders including the children, parents, community members and the district level CSOs in Koraput district those who have extended their support in accomplishing the task.

**Chairman  
CYSD**



## Introduction

*“A child without education is like a bird without wings”*

**- Tibetan Proverb**

Researches suggest that pre-primary education is very important for the development of young children before they enter formal school (Kaul, 2002). It helps in cognitive development of children at the early grades of primary education and it has strong bearing on attendance and participation of children once they enter primary school. It is considered to be vital for the child as it is the first step towards entering the world of knowledge as well as a healthy and purposeful life. It is also mentioned that Pre-primary education helps children become more independent and confident as well as promoting the all round development of the children (Ramachandran et al, 2003). Children who have been to pre-primary schools tend to learn more rapidly through an organized curriculum, learning aids and by interacting with other children. The main purpose of pre-primary education is to prepare children physically, emotionally, socially and mentally for formal schooling and to prevent poor performance and early drop out. It also helps older children, particularly girls, to attend their schools making them free from responsibility of sibling care. Thus it can be said that pre primary education is necessary for all children of 3-6 years old irrespective of their socio-economic background (Govinda and Bandyopadhyay, 2008). With increasing numbers of nuclear families and a lack of family support, pre primary education is gaining importance. Availability of quality pre primary education will promote inclusive education and meaningful access to school education by increasing enrolment and reducing the vulnerability of children to failure and drop out at later stages of education.

Provision of early childhood care and education (ECCE), especially for the most vulnerable and disadvantaged children, is one of the six goals of “Education For All” (EFA). Although there is no numerical target for reaching the target group within a fixed time-frame, governments have been urged to expand access, improve quality and ensure equity in ECCE services. Like elsewhere, the importance of pre-primary schooling has long been recognised



by educational policy and programmes in India and it has also been a constitutional commitment as a part of the directive principle of the constitution. The National policy on Education (GOI, 1986) and its Plan of Action, (GoI, 1992) have placed immense importance on pre-school education. However, it has not been considered a fundamental right, nor it is being fully managed by the educational departments at national or state level although it is partially supported by the ongoing flagship educational programme Sarva Siksha Abhiyan (SSA).

It aims at universalization and qualitative improvement of primary education, by providing the child with the necessary preparation for primary school. It is based on a teaching-learning package that provides a framework for an age appropriate curriculum promoting play-based, experimental and child-friendly school readiness. It brings young children together at the Anganwadi Centre, where different activities relating to physical, cognitive, social, emotional, creative development of children are facilitated by the "Anganwadi Worker". It also aims at providing toy banks, uniform, certificate for children and a holistic training programme for Anganwadi Workers. In a nut shell, this programme focuses on providing ECCE to the children of 3-6 years' age group at different Anganwadi centres targeting the specific components like, language learning, health habits and environment.

### **1.1. Pre-School Education in India**

In India pre-school Education is one of the major components of the package of services envisaged under the "Integrated Child Development Services" (ICDS) Scheme. Preschool education is also provided by private schools, specifically in urban areas. According to the estimate given by the Seventh All India Education Survey (NCERT, 2005), there are 493,700 pre-primary institutions in India, out of which 456,994 are in rural areas. These schools serve 26.453 million children of whom 12.83 million are girls according to DISE (District Information System for Education data: 2007- 08). But the percentage of enrolment in primary schools with pre-primary facilities is low. It was 10% in 2007-08 compared to 7.7% in 2004-05. The highest percentage of pre-primary enrolment in primary schools is in Madhya Pradesh (19.6%) and the lowest of 5.0% in Bihar (Mehta, 2010). The third round (2005-06) of National Family Health Survey data (IIPS, 2007) shows that around 56% of children in pre-school are enrolled in *Anganwadis* (ICDS Centres) for early childhood care and education. Among them only 31% of children are attending



the centres regularly. A large variation is also found in access to early childhood care and education across the states.

Early childhood education in our country runs by Anganwadi Workers. According to the report of Ministry of Women and Child Development, govt. of India, there were 8.44 lakh AWCs/mini-AWCs as on March 2007 which have increased to 13.42 lakh as on 31.03.2014. There are 498 Anganwadi Workers Training Centres (AWTCs) operational as on 31.06.2013. AWC/mini-AWC are run by Anganwadi Worker, who is basically a health worker and a facilitator of pre-school education. Their services include providing immunization to new born babies, antenatal care to pregnant women and providing supplementary nutrition to children and facilitate pre-school education in the AWC.

Around 40 percent of the total population of India are living in extreme poverty. Although there is no way to alleviate poverty overnight, but “pre-school education” is one of the significant interventions in this direction. In India approximately 34 million children are covered by the pre-schooling initiatives under ICDS. Though some states like Odisha, Andhra Pradesh, and Himachal Pradesh have improved their Child Development Index, still, there is a visible gap between the policy and its practices. Around 5 lakh children in the age group of 3 -6 years are still not under the umbrella of ECCE. 70% of the AWCs run in the school compound.

## **1.2. Pre-School Education in Odisha**

According to the Evaluation Report of 2011, there are 71,306 Anganwadi Centres including 10,216 Mini Anganwadi Centres operating in the entire state with 338 ICDS projects and 20 Urban Projects. It also estimates that there are 46.5 Lakh beneficiaries of ICDS programme in the entire state. Odisha has reflected highest decline (10 pc points) in underweight between NFHS-2 to NFHS-3 and the concurrent monitoring shows further reduction in under nutrition during recent years. Even though Odisha is ranked high among the good performing states in ICDS, the pre-school education programme still needs to be improved.

In Odisha, the Pre-school Education Programme under ICDS is implemented as per the revised package named as “Nua Arunima”. It was launched in 29th April, 2013 across the state. Nua Arunima is a teaching-learning package that provides a framework for an age appropriate curriculum that promotes play-based, experimental and child-friendly school readiness. The package includes a handbook for AWW and two work books for children. It



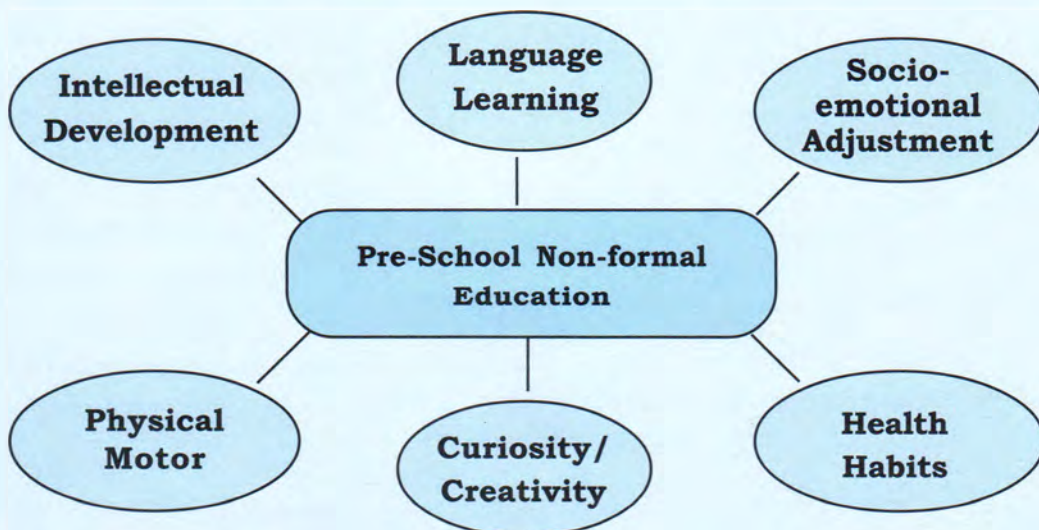
also includes providing training to the Anganwadi Workers regarding the effective implementation of Nua Arunima and observance of special days like, children's day and parent's day. Adding to this, there are also audio-visual CDs and DVDs describing the details about how to use the workbooks. A monitoring format is also given to the anganwadi workers which helps them to evaluate the progress of children and to allot completion certificate after 6 years.

The important material used for the pre-school education is Workbook compiled with month-wise activity schedule for 12 months. It is available in two age appropriate volumes: one for 3-4 years age group children where as the other one for 4-6 years age group children. The workbook contains pictures, drawings, letters and games for the child-friendly education. The workbooks are being supplied to all Anganwadi Centres by the ICDS centre according to the numbers of children enrolled.

### 1.3 Components of Pre-School Education

The Pre-school education of children is composed of certain specific components such as - language learning, socio-emotional adjustment with environment, intellectual development, curiosity, physical motor and health habits. The components of Pre-School Education are illustrated better in the following figure.

**Figure 1: Components of Pre-School Education**





During the delivery of pre-school education services in the Anganwadi Centres, these components are kept in attention for effective outcomes

### 1.4 Themes of the Curriculum in Pre-School Education

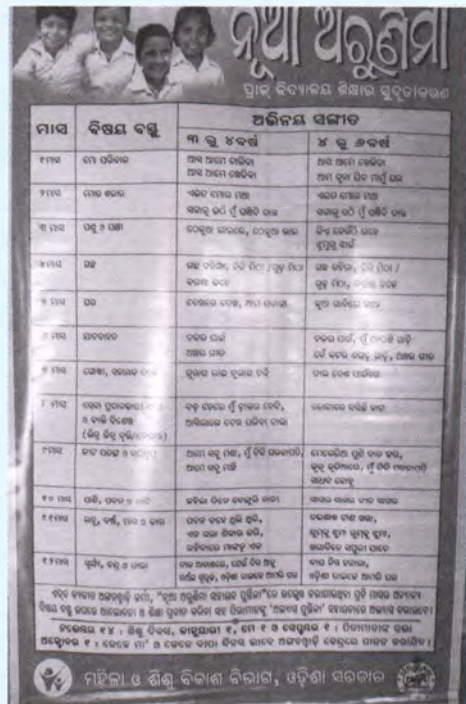
As prescribed in the guideline of the “Nua Arunima” the curriculum of this pre-school non-formal education programme must be child-centered, where the interest and context of the education is focused on child-specific learning. The thematic activities which are included under this pre-school education programme are: Self-identification, family, community, nature & weather, health & safety and building bridges.

**Table No. 1: Thematic Activities of Pre-School Education Programme**

|                            |   |
|----------------------------|---|
| <b>Thematic Activities</b> | Me, My Family and Community               |
|                            | Immediate Environment                     |
|                            | Nature and Weather                        |
|                            | Health and Safety                         |
|                            | Building a Bridge Between Home and Centre |

The process of delivering this curriculum as prescribed is through free conversation, action songs, storytelling, play and construction activities and nature walks. The major emphasis given on the education method is pre-reading, pre-writing and pre-number skills. In addition to this, the ICDS centre has provided flex printed with instruction about monthly basis theme wise song and play activities.

The photograph shows the printed flex with month-wise activities instructed to be done in Anganwadi centres for educating the children. It includes the children of 3-4 years in one group and the children of 4-6 years in another group. The month-wise instruction provides the theme to teach as well as the process to conduct





the learning activities. For instance, the first month of theme of learning for a 3-4 years child is 'my family' and the process is a song of 'walking towards my family'.

### **1.5 Coverage**

The Target Group under the 'Nua Arunima' scheme constitutes the children in the age group of 3-6 years. The children of this age group are estimated to be approximately 6% of the total population. So far as the Supplementary Nutrition Programme and Pre-School Education Programmes of ICDS are concerned 6 KBK districts (earlier undivided) namely Koraput, Rayagada, Bolangir, Sonapur, Kalahandi & Nuapada have always drawn special attention from the state and in Koraput district the Pre-School Education Programme launched in all 3264 Anganwadi Centres of different blocks.

## Methodology

The concept of Early Childhood Care and Development always receives the central focus in India as the bothering issues Infant Mortality, Mal-nutrition and Illiteracy are regarded as the major hurdles in the path of development. This has resulted into the implementation of the nation-wide flagship programme. Integrated Child Development Services emphasize on the integrated development of young children, as they are considered as the future resources of the country.

But, despite several initiatives, ICDS has not yet succeeded in achieving the target of complete development of all young children as well as to put a stop in child drop outs and low level of literacy occurring due to the ineffective pre-elementary education. Thus the present piece of work seeks to check the allocation of funds for pre-school education to Anganwadi Centres and to find out the difficulties in effective fund utilization. It also attempts to understand the annual expenses made under different activities of Nua Arunima Programme as well as to suggest additional requirements in the budget preparation for the effective implementation Early Childhood Care and Education in Anganwadi Centres.

### 2.1 Objectives of the Study

As the study aims at understanding the budgetary requirements towards the effective implementation of activities under Nua Arunima programme, the broad objectives of the study are -

- To find out the annual expenses made and actual requirement for purchasing materials to conduct pre-school as per “Nua Arunima”.
- To understand the implementation of Nua Arunima project and to explore the difficulties while delivering the services.
- To suggest strategies and additional inputs in the budget allocations for the effective implementation of Nua Arunima Projects in the Anganwadi Centres.



## 2.2 Methods and Materials

The methodology that justifies the stance for the study was more of qualitative but the comparative approach was taken to assess the fund allocation and its utilization. Both Primary and Secondary sources of data were examined to gather the empirical information. Semi-structured Interview, questionnaire, Direct Observation and Case Studies were the major tools which were used for the data collection.

Anganwadi Workers, CDPOs, DSW Officers and Staffs were the major respondents for the data collection, where as four Anganwadi Centres from Pattangi and Semiliguda Blocks of Koraput district were selected purposively as a sample. More over the study relied on the views of the respondent and tried to quantify it.

## 2.3 The Study Area:

Koraput district occupies an important place in State because of its large concentration of Tribal population. The entire District falls under 5th Scheduled Areas which is mostly characterised by pre-ponderance of tribal population, undulating hilly terrain, forest growths etc. Out of the entire Scheduled areas (69613.80 Sq.Kms) of the State Koraput District occupies 12.26%. The total population of the district is 1379647, where as 697583 population belong to the Scheduled Tribes. Out of the 62 ethnic groups found in the State thirteen tribes are found in the District. They are Kandha, Paraja, Bhatoda, Gadaba, Kotia, Bhumia, Duruba, Halva, Bhotra, Pentia, Kondadora, Santal, Soura and Omanatya.

There are altogether 3264 Anganwadi Centres functioning in 14 different blocks of the district, which includes 2723 Anganwadi Centres and 541 Mini Anganwadi Centres. Two Anganwadi Centres of Pottangi block named as - Digigabadar Anganwadi Centre and Medamgandhi Anganwadi Centre as well as Haataguda and Maalidusura Anganwadi Centres of Semiliguda block were visited and observed to gather information about the Nua Arunima project.



## Resources for Pre-School Education Programme

### Case of Koraput

In Odisha, the pre-school education programme is run as per the guideline named as “*Nua Arunima*” which means a new ray of light, etymologically meaning basic education as the medium of hope towards a better future. The “*Nua Arunima*” programme in the district emphasizes on school preparedness, retention and improved learning in subsequent grades. It is an integrated service delivery of pre-school implemented in convergence with elementary education. Koraput district has witnessed the launching of Pre-school Education programme in Anganwadi centres from the financial year 2013-14.

### 3.1 Materials used for the Pre-School Education Programme

The Anganwadi Worker of Hataguda Model Anganwadi Centre, **Hiramani Khara** is showing two volumes of Nua Arunima Workbooks in this photograph. The Workbooks have been supplied free of cost to all anganwadi centres through CDPO office. But apart from the workbooks, there are several other Teaching-Learning Materials (TLMs) which are being used in the pre-school non-formal education programme which are bought by the Anganwadi Workers. A specified amount of annual fund allocation is also made to the anganwadi centres to purchase the Teaching-Learning Materials.

The TLMs apart from workbooks which are used in the Pre-School Education programme are: Fill Bags, Flash Cards, Building Blocks, Posters, Clay Toys,





Numbers, Ring Balls and Printed Flexes with short stories and songs. All these items are purchased by the Anganwadi Worker and used for the teaching of children.

### 3.2. Budget for Nua Arunima

A fund of Rs.2500 is allocated for each anganwadi centre in 2014-15 for the purchase of TLMs whereas for a Mini Anganwadi Centre, the amount is Rs.1250. It has been found that a total amount of **Rs.74,83,750** has been sanctioned from the district social welfare section to all anganwadi centres for the 2014-15 financial year. The detailed list of block-wise fund allocation of fund allocation for 'Nua Arunima' programme is illustrated in the following table.

**Table No.2: Block and NAC wise Fund Allocation to Anganwadi Centre in Nua Arunima**

| Name of the ICDS Project | Number of Anganwadi Centres | Amunt Sanctioned to AWC @ Rs.2500 | Mini AWC   | Amount Sanctioned to Mini AWC @ Rs. 1250 | Total Amount Sanctioned (In Rs.) |
|--------------------------|-----------------------------|-----------------------------------|------------|--|----------------------------------|
| Koraput                  | 186                         | 465000                            | 46         | 57500                                    | 522500                           |
| Semiliguda               | 155                         | 387500                            | 31         | 38750                                    | 426250                           |
| Pattangi                 | 156                         | 390000                            | 22         | 27500                                    | 417500                           |
| Nandapur                 | 214                         | 535000                            | 16         | 20000                                    | 555000                           |
| Lamtaput                 | 161                         | 402500                            | 21         | 26250                                    | 428750                           |
| Dasmatpur                | 200                         | 500000                            | 54         | 67500                                    | 567500                           |
| Laxmipur                 | 158                         | 395000                            | 16         | 20000                                    | 415000                           |
| Narayanpatna             | 102                         | 255000                            | 48         | 60000                                    | 315000                           |
| Bandhugaon               | 171                         | 427500                            | 39         | 48750                                    | 476250                           |
| Sunabeda                 | 71                          | 177500                            | 14         | 17500                                    | 195000                           |
| Jeypore                  | 258                         | 645000                            | 68         | 85000                                    | 730000                           |
| Borigumma                | 278                         | 695000                            | 49         | 61250                                    | 756250                           |
| Kotpad                   | 193                         | 482500                            | 44         | 55000                                    | 537500                           |
| Boipariguda              | 273                         | 682500                            | 45         | 56250                                    | 738750                           |
| Kundra                   | 147                         | 367500                            | 28         | 35000                                    | 402500                           |
| <b>Total</b>             | <b>2723</b>                 | <b>6807500</b>                    | <b>541</b> | <b>676250</b>                            | <b>7483750</b>                   |

(Source: Information Collected from the District Social Welfare Office, Koraput. Reference Letter No. 48/XI - 1/15 Dt. 09.01.2015)

This allocated fund is strictly prescribed for the purchase of TLMs in Anganwadi Centres. Adding to this, there is also an instruction from the ICDS to observe certain designated days in the Anganwadi Centre, the expenses of which are also included within this fund allocated. The prescribed designated days are mentioned in the following table.

**Table No. 3: Observance of Designated Days under Nua Arunima**

|                    |  |
|--------------------|--|
| Children's Day     | 14 <sup>th</sup> November  |
| Parent's Day       | 1 <sup>st</sup> January, 1 <sup>st</sup> May and 1 <sup>st</sup> September |
| Grand Parent's Day | 1 <sup>st</sup> October  |

Apart from this there is provision for CDPOs to conduct training programmes for the Anganwadi Workers on the effective use of TLMs and implementation of Nua Arunima Programme. The WCD department has prepared an Audio-Video CD composing the guidelines and instructions about the use of Nua Arunima and it is used for the training purpose. The Anganwadi Workers are also instructed to store this video CD in their mobile memory card and should play it in front of the children.

### **3.3 Estimated Expenses on Purchase of TLMs**

The study revealed that the fund allocated towards the purchase of TLMs in Anganwadi Centres found to be insufficient. The major reason is the total prescribed items to be used as TLMs are quite expensive and do not come within the allocated fund of Rs. 2500. In many a times, the TLMs are also not available in the remote rural belt. So, the workers have to travel to the city to purchase these, where the cost of transport also get added.

The approximate expenses caused in purchase of the TLMs by the Anganwadi Worker are illustrated in table no. 4.



**Table No. 4 : Approximate Expenses Caused on Purchase of TLMS**

| Item   | Description  | Approximate Cost (in Rs.) |
|--|--|---------------------------|
| Posters on Flowers, Vegetables, State and Community (10 Posters in an average) | The average cost of each poster is Rs.40 being multiplied with 10                    | 400                       |
| Colour Box (At least 5 set)  | Each set amounting Rs. 20  | 100                       |
| Flash Cards  | At least 5 set at Rs.20 for each card  | 100                       |
| Fill Bags  | Rs.5 for each multiplied with 25 bags  | 125                       |
| Toys   | Average 30 each multiplied with 10 toys  | 300                       |
| Building Blocks  | For one set to all children  | 300                       |
| Printed Flex with short stories and songs (At least 5 flexes)                  | Rs. 100 for each flex  | 500                       |
| Memory Card or Chip (A Minimum with 8 GB memory)                               | Memory card to store the audio-video songs and to be played in front of the children | 400                       |
| Observance of Designated Days  | Expenses towards refreshment during the meeting                                      | 1000                      |
| <b>Total</b>   |  | <b>3225</b>               |

In addition to this there are several miscellaneous costs which need to be included under this.

### 3.4 Ideal Amount and Cost of TLMs required for Anganwadi Centres

The above calculation prompted us to ask the actual requirement of money for conducting pre-school education activities in the AWCs as per the nua-arunima guideline. The calculation which was made as per the discussion and view of the AWW was quite astonishing. Because to conduct activities as per the nua-arunima guideline, several other materials are required, which are not mentioned in the above table.

As per the discussion two separate calculations are made such as; expenses for a centre of child strength 40-50 and expenses for a centre of child strength 20-30. An attempt has been made to make an illustration of ideal amount of TLMs for the effective implementation of Pre-school Education Programme, which is given in table no. 5.

**Table No. 5: Ideal Amount of TLMs with its Price Desired for an Anganwadi Centre Having an Enrollment of 40-50 children**

| <b>Item</b>                                     | <b>Required Amount</b> | <b>Description</b>  | <b>Approximate Cost (In Rs.)</b>                |
|---|------------------------|---|---|
| Posters   | 10 Posters             | One Posters for each variety such as, vegetables, flowers, fruits, transports, family, village/community, state, country, national leaders and Ministers    | <b>400</b><br>(Rs.40 per one posterX10 Pcs.)    |
| Colour Box                                      | 20 Set                 | Normally one colour box is divided among four children. Thus 10 sets of colour boxes will be required for 40 children                                       | <b>200</b><br>(Rs.20X10 Sets)                   |
| Flash Cards                                     | 5 Set                  | A minimum 5 set flash cards would be required for the use of 40-50 children   | <b>100</b><br>(Rs.20X5 Set)                     |
| Fill Bags                                       | 25 Pcs.                | The qualities of fill bags need to be improved. Thus a fill bag of Rs. 10 would be the appropriate one which would be used for the children for entire year | <b>250</b><br>(Rs.10X25 Pcs.)                   |
| Toys  | 10 Pcs.                | At least ten different toys would be required to avoid quarrel among children   | <b>400</b><br>(Rs.40X10 Pcs.)                   |
| Building Blocks                                 | 3 Set                  | The Building Blocks of 3 set must be required for the centre of 50 children including the house, transport and institutions.                                | <b>900</b><br>(Rs.300X3 Sets)                   |
| Printed Flex with short stories and songs       | 5 Pcs.                 | The number should be increased to 10 as it would be convenient for all 50 children  | <b>500</b><br>(Rs.100X5 Pcs.)                   |
| Chalks  | 5 Pkts.                | Colour Chalks being a supplemented aspect of learning requirement must be provided to the children  | <b>100</b> (Rs. 20 per each packet X 5 Packets) |
| Drawing Sheet                                   | 10 Sheets              | 10 drawing sheets which can be cut in small pieces and be used for the children   | <b>60</b><br>(10 sheets @ Rs. 6 for each)       |
| Scissors, Pencil, Eraser, Pencil cutter and gum | One from each          | These items are required for paper craft and paper cutting activities as mentioned in the activity books.   | <b>100</b> (Lumpsum)                            |
| Memory Card                                     | 1 Pcs.                 | With a minimum capacity of 8 GB to store the audio and video activities of 'Nua Arunima'  | <b>400</b><br>(8 GB Memory Card)                |
| Designation Day Celebration                     | 5 Days                 | The expenses including the snacks and reading materials during the celebration of designated days   | <b>1000</b><br>(Rs.200X5 Days)                  |
| Travel Cost                                     |                        | Cost for travelling to the city to purchase as well as to carry these items in buses or autos.  | <b>100</b><br>(Cost of travel)                  |
| <b>Total</b>                                    |                        |   | <b>4510.00</b>                                  |



**Table No. 6: Ideal Amount of TLMs with its Price Desired for an Anganwadi Centre Having an Enrollment of 20-30 children**

| Item  | Required Amount | Description   | Approximate Cost (In Rs.)                    |
|---|-----------------|---|--|
| Posters   | 10 Posters      | One Posters for each variety such as, vegetables, flowers, fruits, transports, family, village/community, state, country, national leaders and Ministers    | <b>400</b><br>(Rs.40 per one posterX10 Pcs.) |
| Colour Box                                      | 5 Set           | Normally one colour box is divided among four children. Thus 5 sets of colour boxes will be required for 20 children  | <b>100</b><br>(Rs.20X5 Sets)                 |
| Flash Cards                                     | 3 Set           | A minimum 3 set flash cards would be required for the use of 20-30 children   | <b>60</b><br>(Rs.20X3 Set)                   |
| Fill Bags                                       | 15 Pcs.         | The qualities of fill bags need to be improved. Thus a fill bag of Rs. 10 would be the appropriate one which would be used for the children for entire year | <b>150</b><br>(Rs.10X15 Pcs.)                |
| Toys  | 10 Pcs.         | At least ten different toys would be required to avoid quarrel among children   | <b>400</b><br>(Rs.40X10 Pcs.)                |
| Building Blocks                                 | 3 Set           | The Building Blocks of 3 set must be required for the centre of 20-30 children including the house, transport and institutions.                             | <b>900</b><br>(Rs.300X3 Sets)                |
| Printed Flex with short stories and songs       | 5 Pcs.          | The number should be increased to 10 as it would be convenient for all 50 children  | <b>500</b><br>(Rs.100X5 Pcs.)                |
| Chalks  | 3 Pkts.         | Colour Chalks being a supplemented aspect of learning requirement must be provided to the children  | <b>60</b> (Rs. 20 per each packet X Packets) |
| Drawing Sheet                                   | 5 Sheets        | 10 drawing sheets which can be cut in small pieces and be used for the children   | <b>30</b><br>(5 sheets @ Rs. 6 for each)     |
| Scissors, Pencil, Eraser, Pencil cutter and gum | One from each   | These items are required for paper craft and paper cutting activities as mentioned in the activity books.   | <b>100</b> (Lumpsum)                         |
| Memory Card                                     | 1 Pcs.          | With a minimum capacity of 8 GB to store the audio and video activities of 'Nua Arunima'  | <b>400</b>                                   |
| Designation Day Celebration                     | 5 Days          | The expenses including the snacks and reading materials during the celebration of designated days   | <b>1000</b><br>(Rs.200X5 Days)               |
| Travel Cost                                     |                 | Cost for travelling to the city to purchase as well as to carry these items in buses or autos.  | <b>100</b><br>(Cost of travel)               |
| <b>Total</b>                                    |                 |   | <b>4050.00</b>                               |

The above table reveals that an amount of **Rs. 4510** is the ideal and appropriate fund required for each Anganwadi Centres of 40-50 child strength for



effective implementation of Pre-School Education Programme. Similarly **Rs. 4050** is the ideal and appropriate fund required for each Anganwadi Centres of 20-30 child strength. During discussion and calculation of the amount it was observed that there is very little variation in the quantity of materials required between the above mentioned two categories of AWCs. Because the materials required for pre-school education depend upon the theme not the child strength. Requirement of items like posters, memory chips, printed flex, travel cost, building block and celebration of designated days will remain same irrespective of enrolment.

**Table No. 7: Cost Variation in Pre-School Education According to the Enrollment of Children in Anganwadi Centres**

| Anganwadi Centre with Enrollment          | Actual Fund Allocated in ICDS | Ideal Fund Should be Allocated |
|---|-------------------------------|--------------------------------|
| 40-50 Children<br>(Main Anganwadi Centre) | Rs. 2500                      | Rs. 4510                       |
| 20-30 Children<br>(Main Anganwadi Centre) | Rs. 2500                      | Rs. 4050                       |
| (Mini Anganwadi Centre)                   | Rs. 1250                      | Rs. 4050                       |

The Anganwadi Worker of Madamgandhi Centre of Pattangi block Mrs. Ratnamani Khosala illustrated that the fund being allocated for the purchase of TLMs is quite insufficient. Because of this, she used to divert money from “**other heads**” towards the purchase of TLM items. She also mentioned that in many cases she has to pay money from her own to deal with the purchase of TLMs. So the study highlighted that the fund being allocated towards the Pre-School Education in Centres seems to be quite insufficient and must be kept in suggested remarks for increasing the funds in future budget plans.

### **3.5. Storing Facility for the TLMs**

One important component for the use of TLMs is its ‘Storing Facility’. Till now, no fund has been provided towards the storing facility of TLMs in Anganwadi Centres. During the study, it was found that the Anganwadi Centres lack enough places to store the Flash Cards, Colour Boxes, Drawing Sheets and Clay Toys etc. In many centres, it is found that the TLMs are just thrown carelessly, because of which they are destroyed in passage of time.

This is the reason for which lots of TLMs get damaged during rainy season. Hence, it is suggested by the AWW that an almirah or a shelf need to be provided to keep the TLMs in anganwadi centres, otherwise a minimum fund



of **Rs. 1500** should also be allocated towards the purchase of a aluminium box or shelf to centres.

### 3.6. Multi-Lingual Education in 'Nua Arunima'

Koraput district is well-known for the high concentration of tribal population. It is a land of several indigenous communities such as, Parajas, Gadabas, Kandhas and Saoras. Many tribal children also study in Anganwadi Centres who use their own tribal language for communication. In these cases, the AWWs face lots of difficulties to teach the tribal children. Even the workbook does not help in this regard. An attempt has been made from OPEPA to translate the workbooks in 10 different tribal languages. They are: **Koya, Kui, Kuvi, Juanga, Saura, Santhali, Kissan, Munda, Oraon and Bonda**. Even though the work books have been introduced in few tribal languages, the effective utilization of it is yet to be done. The study revealed that the Anganwadi Workers have not been trained to use the workbooks in tribal language, because of which, they face a lot of difficulties in interacting with the children. The picture shows the workbook which is translated in 'Kuvi' Language. Apart from this language, there are lot many languages being spoken by the children in centres, as there are different tribal groups inhabiting in Koraput. But no such attempt has been made towards the translation of workbooks in other tribal languages. Even the audio-visual clips on 'Nua Arunima' become useless as it is never understood by the tribal children.



Adding to this, it has also been observed during the study that most of the TLMs are written in Odia or English Language, which results into difficulty to make it understandable towards the children. For instance the printed flexes with short stories and songs or pictures are captioned in Odia or English language which has not been translated in tribal languages. Thus the children face difficulty in getting insights from it. In some cases, the AWW attempts to make it comfortable for the children, but still the approach of child-friendly learning is in serious question.



In this picture for instance, it is shown that the image of “*Chota Bheem*”, “*Santa Claus*” and some popular cartoon character which are captioned in English. Again this picture neither relates to their environment nor to their day to day activities. Which creates difficulties for the children to understand it. Specially for the tribal children, its really a difficult task to find sense from these captions.



In addition to this, several other difficulties came into focus during the study which was faced by the Anganwadi Workers in implementation of 'Pre-School Education Programme. The detailed elaboration of the difficulties are highlighted in the following points.

### **3.7 Difficulties Encountered by Anganwadi Workers**

Through the personal interaction with the Anganwadi Workers, it was found that the Anganwadi Workers come across with several difficulties in implementation of the Nua Arunima Programme in the centres which need to be addressed. Starting from the training on effective use of TLMs till the purchase of items, the workers encounter problems. For instance, separate training on Nua Arunima, hidden cost involved in purchase of TLMs, non-availability of certain TLMs such as clay toys or building blocks as well as the language have come as certain problems for the workers to implement the programme effectively. Through experiential analysis, the study has attempted to highlight some of the major issues.

- There is a serious lack of trainings on the implementation of Pre-School Education programme in the entire district. Only one meeting of CDPOs, Supervisors and few selected AWWs has been done so far, since the launch of the programme. No separate trainings has been done for the AWWs on this programme. Only in project meetings and cluster meetings a little orientation is given to the workers for which the workers found it difficult to use the TLMs in Centres.



- The delay of fund allocation has caused several difficulties for the AWWs to work on Pre-School Education programme. It has been observed that, even though the fund has been reached at the CDPO offices, it has not been disseminated to all Anganwadi Centres. But the AWWs are instructed to work on pre-school education. Thus some of the workers have purchased TLMs by spending from their own hand whereas some others have not attempted to purchase anything due to the lack of fund.
- As illustrated in Table No. 4, the allocated fund of Rs.2500 observed to be quite insufficient to buy all the TLMs. It forces the workers to reduce the amount of TLMs than the actual amount.
- Adding to this, the instruction of storing the audio-video theme of Nua Arunima in mobile memory card has also created problem for some Anganwadi Workers. Many of them are not aware of this technology. Some also don't carry a mobile with storing facility. Thus, in many cases it is found that this provision of providing audio-video themes to the children has not at all become successful.
- The unavailability of certain TLMs is found to be one of the major problems for the workers. As many of the centres in Koraput are located in remote inaccessible areas, they lack the basic civic amenities. So, the workers have not bought the items to be used in TLMs. In addition to this, some of them have felt that to purchase these items, they have to travel a long way to the district headquarter which has also become a major difficulty for them.
- It has also been found that many CDPO offices don't have projector or TV facilities, because of which they are unable to play the CDs of Nua Arunima. They have just kept it in the office and conducting the training in a verbal way, which is lacking deep insight and understanding among the AWWs.
- The language problem has been discovered as another major problem for the implementation of this programme. The Koraput district is highly inhabited by Indigenous Communities or Tribes. They are found in different varieties, such as: Parajas, Gadabas, Kandhas and Mundas and they speak their own languages. In these cases, the AWWs face lots of difficulties to teach the tribal children. Even the workbook does not help in this regard. An attempt has been made by Government to translate the workbooks in different tribal languages but still it has not come to use in the centres of Koraput. It creates a big hurdle in the effective utilization of Pre-School Education.

- Similarly, it is also found that many AWWs have been educated in Telgu Medium of Education, cause the many regions in Koraput district exchange the cultural practices with Andhra Pradesh. Thus the workers having an educational background of Telgu Language finding it difficult to effectively use the Nua Arunima programme.

These are the major difficulties encountered by the workers which were revealed during the study. These concerns should be taken up seriously for the better and effective implementation of Pre-School Education Programme. The study has also attempted to give some recommendations keeping the vision of a result-oriented implementation of pre-school education which are highlighted below.



## Suggestion and Conclusion

The study suggests certain recommendations for the effective implementation of Nua Arunima Programme in Odisha.

- High emphasis should be given to the trainings of AWWs who are the main practical implementers of this programme. The trainings should be arranged separately focusing only on the use of TLMs. During the trainings attention should be given on the educational and understanding level of the workers so that they can transfer it to the children. It should be contextual and child-centered where the child psychology and the level of cognition of children should given optimum priorities for better learning.
- Infrastructural Facilities such as, LCD Projectors, CD Players and Television should be provided to the project offices which must be utilized during the project and cluster level meetings. These technological items will help to create a greater interest by showing the audio-visual themes of Nua Arunima programme.
- So far as the purchase of TLMs are concerned, the CDPOs and Supervisors should provide assistance to the AWWs in getting these items. TLM Mela (Fair) may be organized at the district and block level with participation of vendors/suppliers. Proper instruction should be given to the AWW, so that they can purchase the required TLM from the Mela.
- The utilization of local available resources should also be improvised for making TLMs in the centres. Thus, training on this issue should be encouraged by the CDPOs and supervisors to get the TLMs.
- Policy level serious attentions should be given on the issue of linguistic diversities. Like, the multi-lingual education system of elementary system, emphasis in the Anganwadi centres should be given to familiarize the tribal languages.

### 4.2. Conclusion

On the basis of the entire study and critical analysis of situation, it can be said that the budgetary allocation made for implementation of Nua-Arunima is not sufficient to address the diversified issues involved in Anganwadi Centres for an effective use of pre-school education programme. Pre-school education has been taken as a sensitive issue and a matter of great concern by policy makers and the implementers, but during budget finalization for this programme,

actual needs are not considered. The directly influencing matters like, qualitative trainings, availability of TLMs, infrastructural arrangements and technological uses need be taken care. The present study gives insights that the present allocation is quite insufficient for the purchase and maintenance of TLMs. Adding to that, specific attention should also be emphasized while dealing with the children of indigenous communities.

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## **Annexure**

### **INTERVIEW SCHEDULE FOR THE STUDY TO FIND OUT ANNUAL ESTIMATE OF EXPENSES REQUIRED FOR UNDERTAKING ACTIVITIES IN NUA ARUNIMA PROJECT OF ICDS**

#### **Block A: General Information about the Nua Arunima Project**

*(Information to be collected from ICDS supervisors, ICDS functionaries and DSW Officers)*

1. What is the total amount of annual fund allocation has been made towards the *Nua Arunima* Project in the entire district in previous years?
2. What are the expenses incurred towards the *Nua Arunima* in the district since the launching of the project?
3. Who are the functionaries/ actors being involved in planning, budgeting, implementation and monitoring of the *Nua Arunima* project in the district?
4. Mention about the flow chart for the process of plan/demand formulation, submission and approval of *Nua Arunima* project in the district.
5. Elaborate the Flow chart for transfer of funds allocated under the project.
6. Mention about the flow chart for generation and submission of Utilization Certificates (UCs) / the Monitoring Mechanism;
7. What is the total percentage of fund allocation of *Nua Arunima* Project to each AWC with compared to the total fund allocation of the ICDS project?
8. What are the major TLMs (Teaching-Learning Materials) being provided for this project?
9. What are the major difficulties found during the fund allocation and utilization in *Nua Arunima* Project?
10. What are the major difficulties encountered during the implementation, monitoring and supervision of the project?

## **Block B: Background Information about the Anganwadi Centre**

*(Information to be collected from Anganwadi Workers)*

|  |  |
|--|--|
| Name of the Anganwadi Centre                                       |  |
| Village and Community  |  |
| Name, Qualification and Experience Details of the Anganwadi Worker |  |
| Number of Children   |  |
| Ethnic Distribution of Children studying in Anganwadi Centre       |  |
| Name of the Supervisor   |  |
| Year of launching of <i>Nua Arunima</i> Project in the AWC         |  |

## **Block C: Annual estimation of *Nua Arunima* Project (Training of AWW)**

*(Information to be collected from the ICDS Supervisors)*

1. What is the amount of money being allocated for a year towards the training of Anganwadi Workers on *Nua Arunima* Project in an Anganwadi Centre?
2. How many training programmes have been proposed to be conducted for the Anganwadi Workers on *Nua Arunima* Project in a year?
3. How many training workshops have been organized in the previous year?
4. What is the total amount of expenses made towards the training programme of Anganwadi Workers in the previous financial year?
5. Does the total amount allocated for the training programme found sufficient?
6. Was there any special training programme designed in previous years to use the Pre-school Education materials among the tribal children using different languages?
7. If yes, please give the details of training theme, module, resource persons and outcomes.
8. What are the major difficulties being encountered during organizing the training programmes of Anganwadi Workers?
9. What more suggestions you would like to put forth for the effective training programmes?



### **Block D: Annual Estimation of Nua Arunima Project (Pre-school Education Materials)**

*(Information to be collected from the Anganwadi Worker)*

1. What is the total amount of allocation been made for the pre-school education materials for your Anganwadi Centre in previous year?
2. What are the study materials that you are guided to purchase under this Nua Arunima Project?
3. What is the total amount of expenses you had made towards the workbooks of Anganwadi Centre in previous year?
4. What are the expenses you have made towards the purchase of other 'Teaching-Learning Materials'?
5. Do you think the money allotted for the materials is sufficient?
6. What are the major difficulties you encounter towards the accessibility and use of teaching learning materials?
7. What are the problems you face while implementing the teaching learning materials on tribal children who are having their own distinct language?
8. How do you tackle this problem while using TLMs among tribal children?
9. Have you been specially trained to effectively use the pre-school education materials on children of different linguistic stocks?
10. What more suggestions you would like to propose for the effective use of Nua Arunima Project?

### **Block E: Estimation of Nua Arunima Project (Proper Space for Using & Storing the Materials)**

*(Information to be collected from Anganwadi Workers, ICDS Officers and Supervisors)=*

1. What are the facilities being provided towards the storing of TLMs in an Anganwadi Centre?
2. How much annual fund has been allocated towards the providing of space and storing facility of TLMs in Anganwadi Centres.
3. Narrate the Fund Flow on storing facility of TLMs in previous financial years.
4. Mention about the utilization certificates of fund use on storing of TLMs.
5. Do you think the fund allotted is sufficient for the effective use and storing of TLMs in the Anganwadi Centre?
6. If no, what should be the suggestive amount of fund for the use and storing of TLMs?
7. What are the major difficulties you encounter in storing the TLMs?
8. What more suggestions you would like to put forth for the better use and storing facilities of TLMs?





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