

APPENDIX A

DESCRIPTION OF AREA; TYPICAL BALWADI AND RESPONDENTS

While describing sample design, we had mentioned that at the first stage of sampling, from 41 Balwadies we selected 7 Balwadies by lottery method. There were 543 children in these Balwadies. Of these 543 children, 300 were randomly selected and mothers of 285 of them were interviewed; while 15 could not be reached because of their non-availability. For the visual context and for due appreciation of the overall findings, we will provide the following description.

1. The area where these Balwadies were located and the area where respondents resided.
2. Typical Balwadi where the respondents were sending their children, and
3. An overall description of respondents - mothers of children attending Baroda Municipal Corporation Balwadies.

1. DESCRIPTION OF AREA

Baroda City is divided into 8 administrative wards viz. :
 (1) City Ward (2) Fatehpura (3) Wadi (4) G.I.D.C. (5) Babajipura
 (6) Sayajigunj and (7) Sayajigunj (two wards of Sayajigunj)
 (8) Raopura. Of the 7 sampled Balwadies, 2 were in Fatehpura,
 2 in Babajipura, 1 in Sayajigunj and 2 in Raopura.

With exception of Sayajigunj, rest of the three wards form

parts of central and old city. One of the important characteristics of the area is congestion. Most of the buildings are 2 to 4 storied old structures, share joint adjoining walls, have relatively poor ventilations and almost negligible open space. Majority of the houses are either self-occupied or have been occupied since many years. Basic amenities like water-tap, toilets, electricity, etc. are usually owned or shared by few families. Very few depend upon public amenities.

There is relative absence of play grounds and gardens. Noise and traffic seem to be accepted as part of life. Pakka roads, street lights, public transportations are easily accessible. Shopping, medical and educational facilities are close-by. Majority of the people are employees or engaged in business/commercial trade. Nearness to work place as well as accessibility to public facilities are two important attraction for residing in these areas. Detailed socioeconomic characteristics will be provided when we describe the respondents, but at present it will suffice to say that the areas represent middle or lower middle class characteristics.

DESCRIPTION OF BALWADI :

Alike other pre-primary education institutions, objective of Baroda Municipal Corporation Balwadies, is to achieve an overall development of the child and to prepare him for formal

education. This is a general and broad goal. Evaluation of achievement of the goal is done through day to day observations of the child. The Balwadi teacher prepares the progress reports and writes couple of evaluative sentences. There are many theoretical and practical problems involved in measurement of this objective which, in turn, make it difficult to evaluate effectiveness and efficiency of the Balwadi. With this in mind, we will describe the Balwadi.

The responsibility of pre-primary and primary education, on behalf of the Baroda Municipal Corporation, is taken up by Primary Education Committee, which functions under Bombay Primary Education Act 1949. This Committee is the major policy making and executive body which has 12 elected municipal corporators and 3 members appointed by the State Government. The Committee has a Chairman and a Vice-Chairman. Administrative Officer looks after the overall administration of pre-primary and primary education with the help of administrative staff and supervisors. The source of finance is Baroda Municipal Corporation. Annual budget of education committee is approved by the Corporation.

Balwadi and primary school run by education Committee are located in the same building but there are one to two rooms allotted to the Balwadi. About 24 Balwadies have after-noon

timings of a 11.00 A.M. to 5-00 P.M. for teachers and female assistants/helpers (for simple mechanical jobs), and 12.00 noon to 3-00 p.m. for children. About 17 Balwadies have morning timings of 7-30 A.M. to 12-30 P.M. for teachers and maid servants, and 8-00 A.M. to 11-00 A.M. for children. On average, each Balwadi has about 70 to 80 children but the range is 35 to 120 children. For every 35 to 40 children there is a provision for one teacher and one maid servant (Ayah). Therefore, on average, there are two teachers and two maid servants in a typical Balwadi.

Maid servant starts her day with cleaning and arranging of the room and then leaves for bringing the children to Balwadi. The children usually stay in nearby areas and walk to and fro with maid servant. Once the children are in, she prepares refreshments and serves to the children, gets them water, cleans them if they dirty themselves. When time is up, she accompanies the children back home. A Balwadi teacher begins her day with preparation for various activities to be conducted with the children. Usual activities include songs, story telling, arts and craft activities, games, free play, teaching of alphabets and numbers. Other activities are : one to two outings in a term (3-4 months time), one home visit in a term, preparing and maintaining attendance register,

collection of fees and maintenance of accounts, preparing children's programs for various occasions etc. Moreover, education committee conducts an annual health check-up program. All Balwadi children get milk and bread through the aid received from Catholic Relief Services.

Balwadi teachers and maid servants are usually married with family responsibilities. Questions have been raised about their caliber, motivation, selection, socialization and supervision. Attempts have been made to strengthen their basic diploma in pre-primary education and to equip them for better role performance; through work-shops, seminars, lectures etc. On the other side, Balwadi teachers complain about unfavourable background of children, lack of involvement of parents, over expectations of administrators and parents etc. In spite of these problems, the fact remains that children are in the care and custody of Balwadi every day for 3 hours for two years and a serious break down in the functioning of Balwadies has never occurred.

DESCRIPTION OF RESPONDENTS :

Some of the data used for the description of respondents have been presented elsewhere in the context of family planning acceptance - the dependent variable. The major purpose of pre-

senting the same here is to provide an inclusive and overall picture of our respondents at one place.

Our respondents are mothers of children who attended Baroda Municipal Corporation Balwadies during 1978. At the time of survey, in April-May 1978, our respondents were about 28 years of age (Median=28; \bar{X} =28.3; S.D. = 4.5) and their husbands were 33 years old (Median=32; \bar{X} =33.3; S.D.=5.6).

These women had married at the age of about 18 years (Median=18; \bar{X} =18.2; S.D.=3.8) and had produced their first child when they were about 21 years old (Median=20; \bar{X} =20.7; S.D.=3.4). During 10 years of marital life (Median=9; \bar{X} =10.1; S.D.=4.9), they had produced three living children (Median=3; \bar{X} =2.9; S.D.=1.3). 83 per cent of them had at least one son. Spacing between two children was about 31 months. At the time of survey, 46 per cent of the respondents themselves or their spouses were sterilized, 39 per cent were non-users and only 15 per cent were using temporary contraception. Tubectomy as a method of sterilization and Condom as a temporary contraception were most frequently used. Pregnancy wastage i.e. abortions, still births and child mortality was very limited (\bar{X} =.5; S.D.=8). Two-third or 67 per cent of the respondents ~~and~~ had absolutely no experiences of pregnancy wastage. Majority of them (66%) lived in nuclear families consisting of wife,

husband and unmarried children. On average, there ^{were} 5 to 6 members (Median=5, \bar{X} =6, S.D.=2.4) in the family. There were only 10 per cent non-Hindu families, rest of them were Hindus. In terms of family language or mother tongue, there were 52.3 per cent Gujarati, 33.3 per cent Marathi, 7.4 per cent Hindi or Urdu and 6.3 per cent Sindhi speaking and 0.7 per cent others.

Our respondents had about 7 years of schooling (Median=7; \bar{X} =6.7; S.D.=4.4) while their husbands had studied upto 9th standard (Median = 10; \bar{X} =9.3, S.D.=4.1). Very high majority (90.5%) were not working for any gainful employment. Their husbands were largely (65%) workers, some (28%) had clerical jobs or small shops and only 6 per cent had semi-professional or professional jobs. Their monthly family income was about Rs.400 (Median=Rs.400; \bar{X} =Rs.495; S.D.=Rs.336).

Most of the houses, occupied by our respondents, are either self occupied or have been occupied since many years. Usually, they possess one to three rooms. Most of the houses share joint adjoining walls, have relatively poor ventilation and almost negligible open space. Basic amenities like water-tap, toilets, electricity etc. are usually owned or shared by few families.

This is an overall socio-economic picture of our respondents

who are house-wives from middle or lower middle class urban families. They seem to have relatively favourable background than poor, illiterate and agrarian type of families. But the question is : What are the ways of using this background for various kind of change activities like continuing/adult education, child education and development, nutrition, family planning, etc.?