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Transforming Anganwadi Centres into Play Schools: Evaluating Preschool Education Outcomes in Sonapat District

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Abstract

Early childhood is a critical stage of human development in which cognitive, emotional, social and physical foundations are established. In India, early childhood education is primarily delivered through Anganwadi Centres under the Integrated Child Development Services scheme. However, increasing disparity between resource-rich private play schools and resource-constrained Anganwadi Centres raises concerns regarding equity and quality in preschool education. Against this backdrop, the present study examines the feasibility and outcomes of transforming Anganwadi Centres into play schools in Sonapat district, Haryana. The main objective of the study is to assess the current status of Anganwadi Centres as providers of preschool education, analyze socio-demographic characteristics of stakeholders, evaluate availability of teaching-learning materials and infrastructure, identify key challenges and suggest strategies for improving early childhood education outcomes through their transformation into play schools. A descriptive-cum-exploratory research design was adopted to capture both the existing conditions and underlying issues. The study was conducted in four villages of Sonapat district. A total of 160 respondents were selected using purposive and convenient sampling, including parents, Anganwadi Workers, ASHA workers, Sarpanch and Ward Panches. Primary data were collected through structured interview schedules, while secondary data were obtained from government reports, policy documents and relevant literature. Findings reveal that most parents are young and moderately educated, influencing their awareness of preschool education. Anganwadi Workers are largely 10th or 12th pass but possess considerable work experience, contributing to service continuity. Basic TLMs such as charts, posters and stationery are widely available; however, activity-based materials like clay, puzzles and picture books are insufficient. Parents largely perceive educational quality as average, indicating moderate satisfaction. Major challenges include inadequate infrastructure, lack of play equipment, limited hygiene facilities, insufficient nutrition support and gaps in trained staff availability. The study suggests strengthening infrastructure, ensuring availability of diverse learning materials, improving hygiene and nutrition, enhancing staff training and increasing government funding. Community participation and adoption of modern, activity-based teaching methods are also emphasized. The study concluded that Anganwadi Centres have strong potential to function as effective play schools if comprehensive reforms are implemented and transforming them into Play Schools will surely significantly improve preschool education quality and ensure holistic development of children in rural Sonapat.

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Introduction

Early childhood is universally recognized as the most influential stage in human development. It is during the first six years of life that the foundation for cognitive abilities, emotional stability, social behavior and physical growth is

established. Experiences during this period shape a child's capacity to learn, adapt and interact with the environment. Research across psychology, education and neuroscience confirms that early stimulation and care have long-term effects on academic achievement, personality development

and overall life outcomes. Children at this stage develop fundamental skills such as language, motor coordination, problem-solving ability and social interaction. A supportive and enriched environment during early years enhances curiosity, creativity and confidence, which are essential for formal schooling. Conversely, lack of stimulation and inadequate care can lead to developmental delays and long-term disadvantages. Therefore, early childhood education is not merely an introductory phase of schooling but a critical investment in human capital formation. Globally, Early Childhood Care and Education has been recognized as a powerful tool for reducing inequality and promoting inclusive development. Nations across the world are increasingly prioritizing investments in early education to ensure sustainable social and economic progress. In India as well, ECCE has gained significant policy attention due to its role in shaping the country's future workforce and improving quality of life.

Policy Framework and Government Initiatives

Early childhood education in India is supported by several constitutional provisions and policy frameworks. The Constitution of India, under Article 45, directs the State to provide early childhood care and education for all children up to six years of age. Over the years, various national policies have reinforced this commitment. The National Policy on Education- 1986 highlighted the importance of early childhood care as a foundation for lifelong learning. The Right to Education Act- 2009 further strengthened the focus on equitable access to education. More recently, the National Early Childhood Care and Education Policy- 2013 emphasized a comprehensive approach integrating health, nutrition, care and education for holistic child development. Despite these strong policy foundations, implementation gaps persist. Studies indicate variations in service quality across regions due to differences in infrastructure, staffing, training and resource availability. While progress has been made in health and nutrition outcomes, preschool education quality remains inconsistent, particularly in rural areas.

Challenges in Anganwadi-Based Preschool Education

Although Anganwadi Centres have significantly contributed to child welfare in India, several challenges limit their effectiveness as early education providers. These include inadequate physical infrastructure, lack of age-appropriate teaching-learning materials and insufficient training of workers in modern pedagogical methods. In many centres, learning remains informal and lacks structured curriculum delivery. Limited exposure to interactive and play-based learning affects children's engagement and developmental outcomes. Moreover, shortage of resources such as toys, books and digital tools restricts the ability of workers to create stimulating learning environments. Another major challenge is the dual burden on Anganwadi Workers, who are responsible not only for education but also for health and nutrition services. This often reduces the time and focus available for quality preschool education activities. These challenges collectively highlight the need for systemic strengthening of Anganwadi Centres.

Need for Transformation into Play Schools

In response to existing gaps, the idea of transforming Anganwadi Centres into play schools has gained importance. This transformation does not imply replacing the existing system but enhancing it to match the quality standards of

modern early childhood education models. The transformation involves introducing activity-based and experiential learning, improving infrastructure, providing adequate teaching-learning materials and strengthening the training of Anganwadi Workers. It also includes incorporating child-friendly pedagogy that focuses on creativity, interaction and joyful learning. Such transformation aims to ensure that rural and marginalized children receive the same quality of early education as those attending private play schools. It also aligns with the broader goal of educational equity and inclusive development.

Towards Holistic Early Childhood Development

Early childhood education is a cornerstone of human development and national progress. Strengthening Anganwadi Centres is essential for achieving universal access to quality preschool education. Transforming these centres into play schools requires a comprehensive approach involving infrastructure development, capacity building, resource enhancement and community participation. Such transformation will not only improve educational outcomes but also contribute to reducing social inequality and promoting inclusive growth. While bridging the gap between policy and practice, Anganwadi Centres can evolve into effective early learning spaces that nurture the full potential of every child. Ultimately, investing in early childhood is investing in the future of society. A strengthened and reformed Anganwadi system can ensure that every child, regardless of background, receives the opportunity to grow, learn and succeed in life.

Review of Literature

Premshila, & Mishra, M. (2024) found that early childhood education is widely recognized as a foundational stage for cognitive, social and emotional development in children. Research indicates that quality ECE programmes significantly influence later academic achievement and life outcomes. In the Indian context, Anganwadi Centers under the Integrated Child Development Services scheme and private preschools represent two contrasting models of early education. Anganwadi Centers emphasize inclusive, community-based services integrating nutrition, health and informal learning, primarily targeting underprivileged populations. However, studies highlight persistent challenges such as inadequate infrastructure, limited teaching resources and inconsistent educator training, which affect programme effectiveness. While they demonstrate stronger academic readiness outcomes, their accessibility remains limited due to high costs, reinforcing socioeconomic disparities in early education access. Therefore, an integrated approach combining inclusivity with quality enhancement is recommended to strengthen early childhood education outcomes in India.

Gandhi, S., & Swamy, M. K. M. (2025) conducted a study and explored that Early Childhood Care and Education is widely recognized as a critical foundation for lifelong learning and holistic development, encompassing cognitive, social, emotional and physical growth in children. In India, the Integrated Child Development Services scheme operationalized through Anganwadi Centers plays a central role in delivering Early Childhood Care and Education, particularly in rural and underserved communities. Study highlighted that while most Anganwadi Workers possess moderate experience and average knowledge of Early Childhood Care and Education, infrastructural deficiencies remain significant. Many centers lack adequate seating

arrangements, teaching materials, sanitation facilities, clean classrooms and basic amenities such as clean water and outdoor play equipment.

Gupta and Jena (2024) examined the quality of pre-school education provided in Anganwadi Centres located in Gurugram and Manesar, Haryana. Using a descriptive research design, the study collected primary data from 100 respondents, including parents and community members associated with selected Anganwadi Centres. The major findings revealed that Anganwadi Centres continue to serve as an accessible and significant platform for early childhood care and education in urban and peri-urban areas. Respondents generally expressed positive perceptions regarding children's safety, care, and the worker-child relationship. However, the study identified substantial variations in the quality of pre-school education due to differences in infrastructure, availability of age-appropriate learning materials, frequency of educational activities, and workforce constraints. The findings further indicated that while basic early learning practices were present, the depth and consistency of instruction were often limited by competing responsibilities and contextual challenges faced by Anganwadi workers.

Rationale and Importance of the Study

Sonepat district in Haryana presents a suitable context for this study due to its diverse socio-economic structure, combining rural and semi-urban populations. The district has active implementation of ICDS programmes and represents both achievements and challenges in early childhood education delivery. The presence of functioning Anganwadi Centres alongside increasing awareness of early education makes Sonepat an ideal location for evaluating preschool education outcomes. Studying this district helps in understanding ground realities, identifying gaps and suggesting practical improvements for system enhancement.

Objectives of the Study

- To Assess the Existing Status of Anganwadi Centres and their Preparedness for Transformation into Play Schools in Haryana
- To Analyze the Socio-Demographic Profile of Parents and Stakeholders and Understand how their Background Influences Perceptions of Preschool Education Quality.
- To Suggest Evidence-Based Strategies for Transforming Anganwadi Centres Into Effective, Inclusive and Child-Friendly Play Schools Ensuring Holistic Child Development.

Research Design

The present study on Transforming Anganwadi Centres into Play Schools: Evaluating Preschool Education Outcomes in Sonepat District adopts a descriptive-cum-exploratory research design to systematically examine the current status, challenges and improvement possibilities of Anganwadi Centres in providing preschool education. The study is conducted in four villages of Sonepat District, Haryana, selected to represent rural community settings where Anganwadi services are actively implemented. A total of 160 respondents were included in the study sample through a purposive sampling approach. The respondents comprised rural community members, Anganwadi Workers, ASHA workers, Sarpanch and Ward Panches, ensuring a multi-stakeholder perspective on early childhood education services and outcomes. Both primary and secondary data sources were utilized in the study. Primary data were collected through a structured interview schedule, designed to capture information related to educational services, infrastructure, learning materials and perceptions of preschool education quality. Secondary data were gathered from government reports, research articles, policy documents, ICDS records and published literature to strengthen the conceptual and analytical framework of the study.

Analysis and Interpretation

Table 1: Socio-Demographic Profile of Parent Respondents

Category	Sub-Category	Male	Female	Total	Percentage
Age Group (in Years)	20-25	16	32	48	30.0%
	26-30	24	40	64	40.0%
	31-35	12	20	32	20.0%
	Above 35	4	12	16	10.0%
	Total	56	104	160	100.0%
Educational Qualification	Illiterate	10	18	28	17.5%
	Primary School	15	29	44	27.5%
	Middle School	19	33	52	32.5%
	High School	8	16	24	15.0%
	Senior Secondary & Above	4	8	12	7.5%
	Total	56	104	160	100.0%
Caste Category	Scheduled Caste	14	26	40	25.0%
	Backward Caste	17	31	48	30.0%
	General	21	39	60	37.5%
	Other Caste	4	8	12	7.5%
	Total	56	104	160	100.0%

In the above table, the variables are shown about the socio-demographic profile of parent respondents in terms of age group, educational qualification and caste category. The facts express that 40.00 percent respondents belong to the age group of 26-30 years, which constitutes the highest proportion. This is followed by 30.00 percent respondents in the age group of 20-25 years, 20.00 percent respondents in the

age group of 31-35 years and only 10.00 percent respondents are above 35 years of age. This indicates that the majority of respondents are relatively young parents. With regard to educational qualification, 32.50 percent respondents have studied up to middle school, which is the highest proportion among all categories. Further, 27.50 percent respondents have primary school education, while 17.50 percent respondents

are illiterate. It is also found that 15.00 percent respondents have completed high school and only 7.50 percent respondents have senior secondary and above level of education. This shows that a significant proportion of respondents have low to moderate educational attainment. In terms of caste category, 37.50 percent respondents belong to the general category, which is the largest group. This is followed by 30.00 percent respondents from Backward Caste, 25.00 percent respondents from Scheduled Caste and 7.50 percent respondents belong to other caste or religious categories. This reflects a diverse caste composition among

the respondents. On the basis of above facts, it is found that the majority of respondents are young, with most falling in the 20-30 years age group. The educational level of respondents is generally low to moderate, with a considerable number having education only up to middle or primary level. The caste distribution indicates representation from various social groups, with a higher proportion from the general and backward caste categories. It is explored that these socio-demographic characteristics play an important role in understanding the background and perspectives of the respondents.

Table 2: Educational Profile, Work Experience, Perception and TLM Availability at Anganwadi Centres

Category	Sub-Category	Frequency	Percentage
Educational Qualification of Anganwadi Workers	10 th Pass	64	40.0%
	12 th Pass	80	50.0%
	Graduate	16	10.0%
	Total	160	100.0%
Work Experience	1-5 years	32	20.0%
	6-10 years	64	40.0%
	More than 10 years	64	40.0%
	Total	160	100.0%
Parents' Perception of Educational Quality	Very Good	16	10.0%
	Good	60	37.5%
	Average	72	45.0%
	Poor	12	7.5%
	Total	160	100.0%

In the above table, the variables are shown about the educational qualification and work experience of Anganwadi Workers, along with parents' perception of educational quality at Anganwadi Centres. The facts express that 50.00 percent Anganwadi Workers are 12th pass, which is the highest proportion. This is followed by 40.00 percent Anganwadi Workers who are 10th pass, while only 10.00 percent Anganwadi Workers are graduates. This indicates that most of the workers possess basic to moderate educational qualifications. With regard to work experience, 40.00 percent Anganwadi Workers have 6-10 years of experience and an equal 40.00 percent Anganwadi Workers have more than 10 years of experience. Only 20.00 percent Anganwadi Workers fall in the category of 1-5 years of experience. This shows that a majority of the workers are experienced and have been

working for a considerable period. In terms of parents' perception of educational quality at Anganwadi Centres, 45.00 percent respondents rated it as average, which is the highest proportion. Further, 37.50 percent respondents considered it good, while 10.00 percent respondents rated it as very good. Only 7.50 percent respondents perceived the quality as poor. This indicates that most parents have a moderate level of satisfaction with the educational services provided. On the basis of above facts, it is found that Anganwadi Workers are generally moderately educated and possess significant work experience, which is a positive factor for service delivery. However, parents' perception of educational quality remains largely average, suggesting the need for improvement in teaching methods, learning materials and overall quality of services at Anganwadi Centres.

Table 3: Availability of Teaching-Learning Materials

S. No.	Teaching-Learning Materials	Responses in Yes (Freq.)	Yes (in%)	Responses in No (Freq.)	No (in%)
1	Charts & Posters	160	100.0%	0	0.0%
2	Blocks & Puzzles	128	80.0%	32	20.0%
3	Picture Books	128	80.0%	32	20.0%
4	Crayons & Paper	144	90.0%	16	10.0%
5	Clay/Dough	80	50.0%	80	50.0%
6	Total	160	100	160	100

In the above table, the variables are shown about the availability of Teaching-Learning Materials at Anganwadi Centres. The facts express that 100.00 percent respondents reported the availability of charts and posters, indicating that these materials are universally present in all centres. Further, 90.00 percent respondents stated that crayons and paper are available, while only 10.00 percent reported their absence. It is also found that 80.00 percent respondents confirmed the availability of blocks and puzzles and an equal 80.00 percent respondents reported the availability of picture books, whereas 20.00 percent respondents indicated the absence of both these materials. Moreover, only 50.00 percent

respondents reported the availability of clay or dough, while the remaining 50.00 percent stated that such materials are not available at the centres. On the basis of above facts, it is found that basic Teaching-Learning Materials such as charts, posters, crayons and paper are widely available in Anganwadi Centres. However, activity-based and creative learning materials like clay or dough and, to some extent, blocks, puzzles and picture books are not uniformly available. This indicates a gap in providing diverse and interactive learning resources, which may affect the overall quality of early childhood education and the development of children's creativity and learning skills.

Table 4: Problems in Play Schools and Suggestions for Improvement

S. No.	Problems and Challenges Suggestion	Frequency	Percentage
A. Problems and Challenges in Play Schools			
1	Lack of Teaching-Learning Materials	128	80.0%
2	Poor Infrastructure (space, building condition)	112	70.0%
3	Inadequate Play Equipment	120	75.0%
4	Lack of Clean Drinking Water	96	60.0%
5	Unhygienic Environment	104	65.0%
6	Lack of Trained Staff/Helpers	88	55.0%
7	Poor Nutrition/Food Quality	92	57.5%
8	Safety Concerns	80	50.0%
9	Insufficient Recreational Activities	108	67.5%
10	Lack of Health Care Facilities	84	52.5%
11	Total	160	100
B. Suggestions for Improvement			
12	Provide Good Quality Play Items	136	85.0%
13	Ensure Clean Drinking Water	128	80.0%
14	Provide Sufficient Space	132	82.5%
15	Maintain Clean & Hygienic Environment	140	87.5%
16	Introduce More Recreational Activities	120	75.0%
17	Improve Food Quality & Nutrition	124	77.5%
18	Increase Government Funding	116	72.5%
19	Organize Nearby Picnics/Educational Trips	104	65.0%
20	Appoint Trained Helpers & Workers	128	80.0%
21	Improve Educational Facilities	134	83.75%
22	Ensure Child Safety Measures	126	78.75%
23	Provide Better Health Care Services	118	73.75%
24	Regular Teacher Training	122	76.25%
25	Increase Parental Involvement	110	68.75%
26	Use Modern Teaching Aids & Digital Tools	108	67.5%
27	Total	160	100

In the above table, the variables are shown about the problems faced in play schools and the suggestions provided for their improvement. The facts express that 80.00 percent respondents reported lack of teaching-learning materials as a major problem, which is the highest among all identified issues. This is followed by 75.00 percent respondents who highlighted inadequate play equipment and 70.00 percent respondents who reported poor infrastructure in terms of space and building condition. Further, 67.50 percent respondents pointed out insufficient recreational activities, while 65.00 percent respondents reported an unhygienic environment in play schools. It is also found that 60.00 percent respondents highlighted lack of clean drinking water and 57.50 percent respondents indicated poor nutrition and food quality. Moreover, 55.00 percent respondents reported lack of trained staff or helpers, 52.50 percent respondents identified lack of health care facilities and 50.00 percent respondents expressed concerns regarding safety issues in play schools. In terms of suggestions for improvement, 87.50 percent respondents suggested maintaining a clean and hygienic environment, which is the highest response. This is followed by 85.00 percent respondents who recommended providing good quality play items and 83.75 percent respondents suggested improving educational facilities. Further, 82.50 percent respondents emphasized providing sufficient space, while 80.00 percent respondents suggested ensuring clean drinking water and appointing trained helpers and workers. It is also found that 78.75 percent respondents recommended ensuring child safety measures, 77.50 percent suggested improving food quality and nutrition and 76.25 percent emphasized regular teacher training. Moreover, 75.00 percent respondents suggested introducing more recreational activities, while 73.75 percent recommended better health care services. Moreover, 72.50 percent respondents suggested increasing government funding, 68.75 percent emphasized

parental involvement and 67.50 percent suggested the use of modern teaching aids and digital tools. Lastly, 65.00 percent respondents recommended organizing nearby picnics and educational trips for children. On the basis of above facts, it is found that play schools are facing multiple infrastructural, hygienic and resource-related challenges that directly affect the quality of early childhood education. At the same time, respondents have provided constructive suggestions focusing on improving infrastructure, safety, hygiene, teaching materials and overall learning environment. This indicates a strong need for integrated efforts by government, institutions and stakeholders to enhance the quality and effectiveness of play schools for holistic child development.

Major Findings

- **Young Age Structure of Parent Respondents:** The socio-demographic analysis shows that 40.00 percent of respondents belong to the age group of 26-30 years, followed by 30.00 percent in the age group of 20-25 years. Only 10.00 percent respondents are above 35 years. This indicates that the majority of parents are young, which reflects higher engagement and concern regarding early childhood education and Anganwadi Centres.
- **Moderate Educational Background of Parents:** Regarding educational qualification, 32.50 percent respondents have middle school education, 27.50 percent have primary education and 17.50 percent are illiterate. Only 7.50 percent are educated up to senior secondary and above. This shows that most parents belong to low to moderate educational levels, which may influence their awareness and expectations from preschool education services.
- **Diverse Caste Composition of Respondents:** The caste distribution reveals that 37.50 percent respondents belong

to the general category, 30.00 percent to Backward Caste and 25.00 percent to Scheduled Caste. Only 7.50 percent belong to other categories. This indicates a socially diverse respondent group, representing different socio-economic backgrounds.

- **Moderate Educational Qualification of Anganwadi Workers:** The data shows that 50.00 percent Anganwadi Workers are 12th pass, 40.00 percent are 10th pass and only 10.00 percent are graduates. This indicates that although workers are not highly qualified academically, they possess basic educational eligibility required for early childhood education services.
- **Partial Availability of Activity-Based Learning Materials:** About 80.00 percent of centres have blocks, puzzles and picture books, but 20.00 percent still lack them. Only 50.00 percent centres have clay or dough. This shows a gap in creative and experiential learning materials, which are essential for child development.
- **Major Problems in Play Schools Identified by Respondents:** The highest reported issue is lack of teaching-learning materials (80.00 percent), followed by inadequate play equipment (75.00 percent) and poor infrastructure (70.00 percent). Other issues include an unhygienic environment (65.00 percent), lack of clean water (60.00 percent) and poor nutrition (57.50 percent). This indicates multiple structural and service-related challenges in play schools.
- **Safety, Health and Staffing Issues in Play Schools:** Concerns such as safety issues (50.00 percent), lack of health care facilities (52.50 percent) and lack of trained staff (55.00 percent) highlight gaps in child protection and professional staffing, which are crucial for quality early childhood care.
- **Strong Demand for Improved Infrastructure and Facilities:** Respondents strongly suggested maintaining cleanliness (87.50 percent), providing good play items (85.00 percent), improving educational facilities (83.75 percent) and ensuring sufficient space (82.50 percent). This indicates an urgent need for infrastructural strengthening.
- **Need for Hygiene, Nutrition and Safety Improvements-** High percentages of respondents suggested clean drinking water (80.00 percent), improved nutrition (77.50 percent) and child safety measures (78.75 percent).
- **Importance of Training, Monitoring and Government Support:** Suggestions include regular teacher training (76.25 percent), better health care services (73.75 percent) and increased government funding (72.50 percent).
- **Focus on Holistic Child Development Approaches:** Respondents also suggested recreational activities (75.00 percent), parental involvement (68.75 percent), digital tools (67.50 percent) and educational trips (65.00 percent).
- **Institutional Gap in Early Childhood Education:** The combined findings show that although Anganwadi centres have basic materials and experienced staff, significant gaps exist in infrastructure, learning resources, hygiene and advanced teaching tools.

Overall, the study highlights that transforming Anganwadi centres into effective play schools requires integrated efforts focusing on infrastructure development, quality learning materials, trained staff, hygiene, safety and community

participation to ensure holistic early childhood education outcomes in Sonapat district.

Suggestions

The suggestions emerging from the study emphasize the urgent need to transform Anganwadi Centres into more effective and child-friendly play schools in Sonapat District. A comprehensive and integrated approach is essential to ensure holistic early childhood development.

- **Strengthening Infrastructure of Anganwadi Centres and Play Schools:** Government and implementing agencies should ensure proper buildings, adequate classrooms, ventilation and child-friendly learning spaces. Renovation and expansion of existing centres are essential for creating a safe and attractive learning environment for children.
- **Ensuring Availability of Teaching-Learning Materials:** Although basic materials like charts and posters are widely available, gaps exist in creative learning tools such as clay, puzzles and picture books. It is suggested that Anganwadi centres should be regularly supplied with diverse and activity-based TLMs. Provision of age-appropriate learning kits can enhance creativity, cognitive development and engagement among children.
- **Improving Hygiene and Sanitation Facilities:** Proper sanitation facilities, regular cleaning schedules, safe drinking water systems and hygiene monitoring mechanisms should be implemented in all centres. This will directly improve children's health and attendance.
- **Enhancing Nutrition and Food Quality:** Poor nutrition and food quality (57.50 percent) emerged as a key concern. It is suggested that mid-day meals or supplementary nutrition programmes should be strictly monitored for quality and nutritional value. Local and fresh food ingredients should be promoted to ensure balanced diets for children.
- **Strengthening Training and Capacity Building of Staff:** Although most Anganwadi Workers are experienced, there is a need for regular training (76.25 percent suggested). Continuous capacity-building programmes should be organized focusing on early childhood education, child psychology, classroom management and use of modern teaching aids. This will improve teaching quality and overall effectiveness.
- **Appointment of Trained Helpers and Support Staff:** Lack of trained staff (55.00 percent) indicates the need for additional human resources. It is suggested that trained assistants and helpers should be appointed in Anganwadi Centres to support teachers in classroom management, child care and activity facilitation.
- **Enhancing Recreational and Experiential Learning Activities:** Recreational activities (75.00 percent) and educational trips (65.00 percent) should be integrated into early childhood education. These activities support physical, emotional and social development of children and make learning more enjoyable.
- **Overall Integrated Development Approach:** It is suggested that improvements should not be isolated but implemented in an integrated manner involving infrastructure, teaching materials, nutrition, safety and training. A coordinated effort between government, social workers and community stakeholders is essential for transforming Anganwadi Centres into effective play schools.

Conclusion

It is concluded that preschool education outcomes of transforming Anganwadi Centres into play schools in Sonapat District srey have some challenges however, it would be a great step towards improving educational and care learning at initial level. Therefore, the present study highlights both the strengths and gaps in the existing early childhood care and education system. The findings revealed that while Anganwadi Centres are supported by moderately educated and highly experienced workers and basic teaching-learning materials such as charts, posters and stationery are widely available; there are still significant deficiencies in infrastructure, creative learning resources, hygiene and child-friendly facilities.

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