

A Study of the Management of Early Childhood Education in the Nalgonda District of Telangana

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Abstract

The management of early childhood education (ECE) in Nalgonda District as part of the Integrated Child Development Scheme (ICDS) in Nalgonda is highlighted in this study. The program was first implemented in 1975. It was launched on a holy day, the birthday of Mahatma Gandhi, the founding father of our country. With its need-based initiatives, the program has gained widespread acceptance across the nation, which is in the best interests of the millions of children who make up the nation's true assets. The investigation looks into several ECE-related issues, including organizational structure, learning environment, health and hygiene, monitoring and supervision systems, and Anganwadi Center infrastructure. The researcher analyses the system's assets and weaknesses and offers recommendations for improved performance.

Keywords: Anganwadi, Child Development Scheme, Early childhood education, Preschool, education

Introduction

The finest creation of God is a child. It approaches with a trail of glory. The human infant is impurity-free and translucent like glass. It is innocent like a lamb and calming like the high petals of flowers. According to the famous French philosopher Rousseau, a kid is initially good but turns terrible when he interacts with a depraved society. A kid is thus the image of God and a symbol of simplicity and innocence. The state is responsible for providing for the child's education, and they should be raised with the utmost care in an environment that fosters their full physical, intellectual, social, and emotional growth. Early childhood education plays a crucial role in a nation's educational system. It is regarded as the cornerstone upon which the educational building is built. In addition to education, the wellness of the child is properly supported by other factors including health, hygiene, and balanced nutrition. Youngsters should be given the freedom to express their feelings and motivations both inside and outside of the classroom. The research of psychologists catalyzed the drive for early childhood education. The fight against behaviorism gave rise to the Gestalt school of psychology. Researchers on cognitive processes include practitioners and child psychologists like Jean Piaget and his associates. In his studies of the developmental process, Jean Piaget was able to gain a comprehensive understanding of how a child grows and develops, with a focus on his cognitive growth. Typically, a child's primary education begins between the ages of 5 and 6 when they are admitted to the school. By that point, students are not fully prepared to accept the materials and fit into the learning environment. Preschool education is therefore required to ensure that he is prepared to adapt to his new environment.

According to research, there are "critical times" at this stage for the complete development of the brain's potential. The childhood stage, up until the age of 6 to 8 years, is the most crucial time when the

foundations for lifelong development and the realization of full potential are set. At this point, future attitudes and values as well as learning motivation are also influenced, although neglect or a lack of support can have detrimental, often permanent, effects. Early Childhood Care and Education (ECCE) calls for the provision of young children with care, opportunities, and experiences that contribute to their holistic development—physical, mental, social, and emotional—and prepare them for school. A holistic and integrated viewpoint sees children's dietary and health needs as being closely tied to their psychological and academic growth. An all-encompassing viewpoint must inform the curriculum design and pedagogy for ECCE, taking into account the several domains of development, the traits of children at this age, and their learning requirements in terms of experiences. It is common knowledge that youngsters naturally want to study and make sense of the universe. So, rather than being strictly planned, early learning must be guided by the child's interests and priorities and contextualized by her experiences.

A stimulating and experience-rich environment that encourages children to explore, experiment, and express themselves freely would be also rooted in social relationships that offer them a sense of coziness, security, and trust. At this time, opportunities for speaking, listening, expressing themselves, and casual conversation are crucial components of learning. This is why music-making, rhyme-making, art, and other activities utilizing local resources are encouraged. Early education should be conducted in a language that the kid is acquainted with in their local environment. A multilingual classroom that is informal will assist children more easily acclimatizing to the early introduction of a second language (English). and the medium of instruction beginning in first grade.

Understanding a child's requirements and meeting those needs is emphasized in the Right to Education Act of 2009 similar to appropriate nurturing. The following collection of taxonomies can effectively describe what a child needs from the Anganwadi Center (a preschool education center).

- ✓ REO- Right to Equality and Opportunities.
- ✓ FDE - Freedom for Expression.
- ✓ GRP -Group Participation
- ✓ RSI - Respect for Identity
- ✓ EQN – Environment for Quality Education
- ✓ PPP- Peace, Protection & Participation
- ✓ PAC – Play Art and Culture

The following research questions are addressed in this work in light of the aforementioned statements:

1. Is the management of the preschool program adequate?
2. Do the children's requirements get met by the Anganwadi Center?
3. Are their needs being met properly?
4. Is the management of the preschool program appropriate?

OBJECTIVES OF THE STUDY

1. In the Telangana district of Nalgonda, assess the current management structure for preschool education.

2. To look at how preschool education considerably makes up for early environmental neglect at home by giving the child a stimulating environment that is appropriate for their age.
3. To ascertain how well it satisfies kids' requirements in terms of their overall development.

SCOPE OF THE STUDY:

The ICDS Program's operation in the Telangana district of Nalgonda is the subject of the study.

SAMPLE OF THE STUDY:

25 female supervisors, four child development project officers, and 120 Anganwadi workers made up the study's sample.

METHODS OF THE STUDY:

The investigator regularly visited the Anganwadicenters, engaged in casual conversations with the staff, interacted with the young children, held a focused group discussion with residents of the area, and collected the data required for the study to get a true picture of the ground realities. He also watched the center's activities to determine how much of them were intended to promote the children's overall development. As he noticed, the investigator added some details to the schedule.

To gather pertinent information, he also conducted in-person interviews with the CDPOs and supervisors. He then analyzed the data and conducted a thorough study to get to certain conclusions. The Indian government endeavored to assure special care and aid for this group of society by enunciating a special program for them in recognition of the predominance of the child population in the country's demographic picture and their exceptional vulnerability. Under the name Integrated Child Development Service (ICDS), this unique program was introduced to the nation on an experimental basis on October 2, 1975. It included an integrated package of services under the health, nutrition, and education components, including non-formal preschool education, immunization, health checkups, supplementary nutrition, medical referral services, nutrition, and health education for women.

It stands for India's dedication to the growth of its youngsters. The roots for cognitive, social-emotional, linguistic, physical-motor and lifelong learning are laid throughout the vital early years of life. Understanding that early childhood development is the cornerstone of human development, the ICDS is created to support the holistic development of kids between the ages of 3 and 6 by enhancing the ability of carers and communities and enhancing community-level access to essential services. The ICDS is a comprehensive and distinctive program because it guarantees all the fundamental sectoral services for early childhood care, preschool education, nutrition, and health coverage. The early childhood care and preschool education component stands out as distinctive among the several service packages that the ICDS guarantees. The most enjoyable playground activity that is scheduled daily lasts for four hours. It enrolls and maintains the young children at the Anganwadi Center, which inspires parents and the neighborhood. The ICDS's vision for early childhood care and education places a strong emphasis on the child's overall growth.

It also involves encouraging early stimulation by working with mothers and other caregivers. It is a program for kids in the 3–6 age range at the Anganwadi that aims to ensure and provide a naturally happy and stimulating environment with a focus on essential inputs for the best possible growth and development. The promotion of child-centered play activities created by Anganwadi personnel through enhanced training The early childhood preschool education program uses play as a teaching tool and strives to create a learning environment that will support a child's social, emotional, cognitive, physical, and aesthetic growth. Preschool education as a concept has just recently become popular in India. Before

the creation of the National Policy on Education (1986), it was not mentioned in any academic works. The term "ECCE" or "preschool education for the stage before elementary education" has been used in the policy for the first time.

Impact of Pre-school Program Activities:

All of the Anganwadi staff agree that the preschool program's activities ensure that children are ready for formal schooling by fostering positive attitudes towards learning, good personal hygiene practices, and socially desirable social attitudes.

Effects of school readiness programs on primary school-aged children from Anganwadi:

In class, in every sample school, more than 50% of the students come from Anganwadi. Because children are more aware of good hygiene practices and personal hygiene. Based children behave more orderly when doing their tasks in school. Based kids are naturally seen to be more helpful, cooperative, sharing, supporting, and friendly. Children from based families tend to be emotionally mature, inquisitive, tolerant, active, and eager to learn more in school.

SUGGESTIONS FOR IMPROVEMENT OF THE SCHEME:

A set of recommendations for efficient planning and organization of preschool activities was created by combining the study's findings. government regulations for the opening of Anganwadi centers in isolated settlements of mountainous, tribal, and forest areas should be relaxed. The government has the chance to improve the qualifications of under-matric Anganwadi workers. ICDS staff members receive regular training on teaching and learning approaches, content, and other topics. construction of structures to reduce the number of centers. establishing Anganwadi centers in appropriate locations with enough space for play activities. To satisfy the unique needs of the students, sufficient preschool supplies are provided with the kit to the Anganwadi centers. For parents to cooperate, community mobilization needs to be reinforced. For preschool programs to be organized effectively, a strong connection between an Anganwadicenter and a primary school must be established. To give the kids a comfortable foundation, pre-school-based activities should be planned in primary schools.

CONCLUSION:

It is felt that the government, the local people, the NGO, and the people's representatives should work together to do something vital for the cause of the little children. Mobilization of the community is a dire need to fill the voids. The needs of the pre-school children should be addressed after assessment of the same to help the small children. The investigator felt there was a need to revamp pre-school education by going deep into grass-roots problems. In this connection, what is taking place abroad should be studied.

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