Qualitative Analysis of Early Childhood Care and Education in Telangana State

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Abstract:

A study on intiial stages of Childhood Care and Education (ECCE) gives early adolescence practitioners and policymakers important education to use in making verdict on behalf of young infants and families.

The goal of (ECCE) Early Childhood Care and Education is to conform the perfectly available study or observation on a verdict to the knowledge and conduct of professionals or specialists and families [1]. It is found through a survey that many children could not go to school due to their economic conditions in the Telangana state. Majority of the children left the school are working in cotton fields and local cigarette rolling in Mahabubnagar district. In this regard the paper has presented a model that can become an integral model for both students and teachers point of view.

Introduction:

From the last twenty years increasing attention has been paid to ECCE services-by the government, parents, employers, local communities and researchers. The reasons have changed. As women were working equally with men labor market, at the same time, the demand for non parental care has grown rapidly. The significance of learning at initial stages has become increasingly recognized both in its own right and because many believe it may enhance subsequent academic performance. Initial interference has come to be seen as means of avoiding or mitigate the problems with children at young age and in next coming stage of childhood, at the same time as protecting children suspecting to be at danger. There are a wide national variations in how early childhood services are delivered.

Numbers of countries grown up have launched longitudinal studies on initial stages of childhood care and education (CCE) as a policy priority

[2]. Worldwide, many childhood procedures of step by step at their initial stages continue to work with conventional beliefs about how young children grow, think, learn and interact. Unregulated early schooling practices continue to exist despite UN ratified rights-based perspectives in early childhood education that lay attention on the necessity for equitable opportunities, play, emotional care, nurturing social communication and experimental study.

[**3,4**]. (The Early Child Care and Education) step by step procedure of learning also emphasizes on skills that help in the entire development of child by setting up and maintaining a child care environment that bring out students to accept primary responsibly for meeting the specific needs like natural, communal, passionate and intellectual and establishing a liaison relationship between parents and the child development center.

[5]. Collection of data will focus on learning and well-being environments, staff performance (e.g., more in-depth information on how staff are trained and educated) process quality (e.g., the quality of child-staff interaction); − Accessibility and registering distinguished by children's backgrounds (e.g., disadvantaged). Intellectual advancement of child development, study of concept, and pastoral academic methods provides possible and timely opportunities for the advancement of expertise of facilitators in functioning with parents of adolescent child. Other issues include estimates and capabilities of young children, various cultural characteristics of child development, and theory of guidance, competence or skill expected of a professional and supporting people in expressing their views.

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[**6**] Albert Joosten, a famous Montessori mentor, was trained by Montessori in 1934. He worked in Montessori schools (pre-primary and elementary) in Berlin, Amsterdam, London and Laren (Netherlands) and obliged Maria and Mario Montessori and at globally associated Montessori Training programs and Seminars across Europe. Mr. S. R. Swamy, Meenakshi Shivaramakrishnan, Rajendra K.

Gupta, Radha Nagaraj have taken Montessori training with Mr. Joosten and delivered a number of workshops and training programs in India after 1951

[7]. Since the time of Montessori, many institutions have come to realize the value of her principles. Concepts like 'child-centric', 'activity based' and 'discovery based' procedures have become latest with many educational associations, both (NGO) Non Government Organization run and Governmental. However, there has been a eminent commotion of improvement and advancement in the Montessori sphere in India

[7].The 86th Constitutional Change in Act 2002 makes education as a Basic Right for the child under the age of 6-14 years stating that the "State shall provide free education which is compulsory and which is also a part of amendment for all the children who fall under the age of 6-14 years in such a way as per the State, by law, determine"

[8]. Under the Act as per the Article 51-A (K) it is clearly stated that it is a primary duty of every Indian citizen they can be a parent/guardian in providing possible opportunities for education to his child/ward between the age group of six and fourteen years. Umadevi and Kavitha Kiran have undertaken to study the profile of out of school children. The results of the study indicate that though the data shows very less number of children who are not coming to school on a regular basis. The actual number in real situation shows a different picture. The investigators finds out that the children names are enrolled in school but these children never stepped in school. The outcome of the children not presented in the school presently is that they are working. Migration is a major drawback for the children to continue their schooling in Adilabad. Major responsibility of the women was to take care of their children and household works.

[9]. As per the various studies and observations of Ritwik Patra and descent methods which have been implemented by States for various department for the children not coming to school under the AIE fundamental of Sarva Shiksha Abhiyan

[10]. **Existing System**
At present the state is facing severe problems of proper institutional-infrastructure, library facilities, ambience, curriculum delivery, trained teachers, control over fees and assessment methods, financial problems of the institutions & parents, motivational level of the parents to send their wards to schools and the interest level of the student to learn with the given infrastructure to attain desirable learning outcomes. There are some supplementary problems with financial and economic viability of parents of the students with regards to maintain dress code, availing transportation, purchase of costly work-books, readers, text books, note books, other necessary stationery as referred by respective school and stay late hours for tutorial classes or corrective sessions case weak performing and slow pace learning students. Mandatory school transportation, safety & health measures, sanitation and grading and tagging of students with their performance become another set of severe problems influencing student psychology and behavior outside the school cause for mental unrest and disturbance leads to dropouts at elementary level itself [11,12].

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Proposed Model:

The attitude of teachers and their motivational level expected to be grownup to interpret the challenges of primary and Montessori education and requirement of the hour. The Telangana State Government promise bound parents, students, tutors, & policy makers to redesign the curriculum in such a way that it should show employability at any align of failure during the education [9,13]. For which, lot of commitment is expected from teachers especially to understand the requirement of the student & their parents cooperation in state building. Now, the policy makers being the torch-bearers should carefully aim to not simply delivering the content without proper feedback from the student whether they can understand & reproduce when questioned [14]. The design of the curriculum must include cognitive, affective & psychomotor modes in delivering content. The schedules should not run just to complete examinations as their destiny, but they should keep in mind they should assess the student knowledge only after completing the syllabi. They should be in a position to employ remedial classes, makeup test to week performers. More time should be allocated towards conceptual learning methods by using affective and psychomotor models even in Primary/Montessori schools rather superfluous explanation. The total curriculum should be aligned, designed, developed, implemented & executed with national standards to allow our student to compete with any national level competitive examinations.

Government can one side run diversified programmes for rural students with all facilities and from the second side can advance the quality of the faculty members by arranging appropriate guidance along with certificate. In this process, Teacher Training Programmes should be offered even to Primary/Montessori schools without any exception to uplift the affirmative standards of education or backward regions in the Telangana region. This model can become an integral model for both students teachers point of view.

As the programme was running for a long span covering 14 hours a day both students & staff will be bored, tired & monotonous. To solve this problem limited recreational facilities, quarters & hostels with boarding facility should also be provided. Hence, one can see a criterion transformation in quality, reach & impact of holistic education. Payment or fees of students in Telangana state of 50% is being paid by Government straightly or in a diffused way, the fees is in the form of scholarships, it is the right of the state to partner any institute for that matter to keep up their KG to PG mandatory free education in the state of Telangana. In this regard the government team visits schools to collect both elementary and trivial input.

Initial input can also be collected from personal interviews, E-Reports, Questionnaires & Schedules by establishing different strata's or quota's with students, parents, principals, and Management Board. By using all possible sampling techniques both qualitatively and quantitatively the team observes schools in delivering quality education and socio-economic, socio-cultural and demographic quantitative and qualitative factors which influence child-education at early-hood, and the forces that influence to dropout at primary education level itself.

The team also builds Secondary data through educational journals, articles, publications, panel discussions in TV, E-Reports, Newspapers and websites of Government of India, Indian Certificate of Secondary Education (ICSE), Central Board of Secondary Education (CBSE), National Council of Educational Research and Training (NCERT), Government of Telangana, Union Education Planning Wing, Publishing at National and Global level about (ECCE) and so on.

All possible statistical tools(Qualitative & Quantitative) will be used(Mean, SD, Variance, Correlation, Regression, T-test, Z-Test, F-Test, Chi-test, Association of Attributes & Q Test) to draw & scientifically test

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the responses. Depending on the output of the team can suggest for necessary actions to cut down the dropouts from the schools.

The proposed model will give the following implications

➢ ECCE Audit and assessment programs would produce positive effects on children's learning and development, but those effects might differ in size and endurance by mod of a systematic task.

➢ Well-designed ECCE audit and evaluation and enrichment programme would produce long-term improvements in school success, including big accomplishment in test results, achieving education at very higher levels, advanced education for children and cut down of rate based on the grades repeated.

➢ Existing public approach for children and their care, and the state at the primary level has not guaranteed that most children from Hyderabad has not presented in influential day care center programs or methods, few of them have not presented to any of the programs and rest of them attend educationally weak programs. Infants coming from (MIG) Middle Income families do not have much access, but many children in poverty also lack preschool experiences.

➢ ECCE audit and enrichment programmes would equip the teachers, school heads and managements with this knowledge.

Conclusions:

The study helps to advance the intellectual and non-cognitive skills shown to be important for future success. We can also see the perception rising up and significance of advantage is limited on qualitative work.

There The model helps to have a positive impact on children's development, communities and societies so as the services meets a minimum standard of quality.

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