

OPINION AMONG ANGANWADI TEACHERS AND PARENTS WITH RESPECT TO THE DEVELOPMENTAL ACTIVITIES AVAILABLE AT ANGANWADI CENTERS IN TRIBAL AREA'S

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Abstract

“Children are not things to be molded, but are people to be unfolded.”

~ Jess Lair

Early childhood education often focuses on guiding children to learn through play. The term often refers to preschool or infant/child care programs. Early childhood education is the formal teaching and care of young children by people other than their family or in settings outside of the home. Early Childhood Care and Education (ECCE) supports children's survival, growth, development and learning - including health, nutrition and hygiene, and cognitive, social, physical and emotional development- from birth to entry into primary school in formal, informal and non- formal settings. Early childhood education often focuses on guiding children to learn through play. The term often refers to preschool or infant/child care programs. Early childhood education is the formal teaching and care of young children by people other than their family or in settings outside of the home. 'Early childhood' is usually defined as before the age of normal schooling. A child's needs at this period are different from those of older schoolchildren, because early childhood sees the greatest growth and development, when the brain develops most rapidly, almost at its fullest. It is a period when walking, talking, self-esteem, vision of the world and moral foundations are established. The present study was conducted in anganwadis centres of Nizamabad and Kamareddy districts of Telangana state. The result reveals that there were significant differences in the opinion of teachers and parents with respect to the developmental activities available at anganwadis in tribal areas.

Keywords: Tribal Children, Early child hood care, Anganwadis.



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Introduction

Early Childhood Education is a term that refers to educational programs and strategies geared toward children from birth to the age of eight. This time period is widely considered

the most vulnerable and crucial stage of a person's life. Early Childhood Care Education (ECCE) is a term that refers to educational programs and strategies geared toward children from birth to the age of eight. This time period is widely considered the most vulnerable and crucial stage of a person's life. The Early Childhood Care and Education (ECCE) Scheme provides a free year of early childhood care and education for children of pre-school age. In general, children are eligible for the ECCE scheme if they are aged over 3 years 2 months and less than 4 years 7 months on 1 September of the year that they will be starting. Early childhood refers to the first six years of life. This is acknowledged as the most crucial period, when the rate of development is very high and foundations are laid for cumulative lifelong learning and human development. There is growing scientific evidence that the development of the brain in the early years is a pathway that affects physical and mental health, learning and behavior throughout the life cycle. Early Childhood Care and Education (ECCE) is an indispensable foundation for lifelong learning and development, and have critical impact on success at the primary stage of education. It therefore becomes imperative to accord priority attention to ECCE and invest adequately by providing commensurate resources.

Objective

To identify the difference in opinion between anganwadi teachers and parents with respect to the developmental activities available at anganwadi centers.

Hypothesis

There will be no difference in opinion between anganwadi teachers and parents with respect to the developmental activities available at anganwadi centers.

Sample Description / Sample Design

The sample for the present study consists of Anganwadi teachers and Parents from Nizamabad and Kamareddy districts of Telangana state. The Sample selection will be stratified random sampling method. From each mandal 5 anganwadies are selected, i.e one Anganwadi from each village comprising it to a total of 20 anganwadies. From each Anganwadi 01 teacher and 10 parents. Thus making the total sample as 220.

Tools for data collection

1. Structural Interview Schedule for Parents
2. Questionnaire for Anganwadi Teachers
3. Checklist of facilities of Anganwadi centres

The researcher prepared the tools with the help of experts from psychology, education and sociology departments. As per the suggestions of the experts, the final tools were prepared and reliability and validity was established.

Opinion of the respondents with respect to the availability of developmental facilities in anganwadi centers

Table No.1: Responses of the teachers and parents on the availability of developmental facilities in anganwadis

Developmental activities	Adequate	Satisfied	Not Adequate	Total
	Count %	Count %	Count %	Count %
1. Language	21	30	24	75
2. Motor Skills	18	20	34	72
3. Socio-emotional	24	31	18	73
Total	63 (29%)	81 (36%)	76 (35%)	220 (100%)

The above table shows the opinion of responses of the teachers and parent’s on the availability of developmental activities in anganwadis. Among the sample, with respect to language development, majority of the respondents i.e. 30 were satisfied, 21 were adequate and the remaining 24 were not adequate. Similarly, among the sample, with respect to motor skills development, majority of the respondents i.e. 34 were not satisfied i.e. they were with the opinion that the motor skills development were not adequate, 20 were satisfied and 18 were adequate towards the motor skill developmental activities in the anganwadis. Among the sample with respect to socio emotional development in anganwadis, majority of the respondents, i.e. 31 were satisfied, 24 said adequate and 18 were not adequate towards the socio emotional developmental activities.

On the whole it was observed that, 81 (36%) respondents were satisfied, 63 (29%) were adequate and the remaining 76 (35%) were not adequate in their opinion towards the availability of developmental activities in anganwadis. Therefore it can be observed that out of the total 220 respondents, majority of the parents and teachers were satisfied in their opinion towards the availability of developmental activities in anganwadis.

The Chi-square values of responses

The null hypothesis has been tested by the chi-square χ^2 non parametric statistical technique and the results obtained are interpreted

Item	Value
Calculated Value	8.7944
Standard table value	9.4877
Degrees of freedom	4
Levels of significance	0.05*

*Note: * Significant at 0.05 level of significance*

Since the calculated χ^2 value (8.7944) is less than the table value (9.4877) at .05% level of significance, the null hypothesis which states that, there will be no difference in opinion between anganwadi teachers and parents with respect to the developmental activities available at anganwadi centers is **accepted**. Majority of the teachers and parents had no difference in their opinions with respect to the developmental activities available.

Findings

There was no difference in opinion between anganwadi teachers and parents with respect to the developmental activities provided at anganwadi centers. Majority of the parents and teachers were satisfied in their opinion towards the availability of developmental activities in anganwadis.

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