



Cover Page



## EDUCATIONAL PRACTICES OF TRIBAL CHILDREN DURING EARLY CHILDHOOD

**Maloth Ramesh**

PhD Research Scholar

Faculty of Education, Osmania University

Hyderabad, Telangana State, India

### Abstract

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. 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 anganwadies centres of Nizamabad and Kamareddy districts of Telangana state. The result reveals that there were significant differences in the educational practices followed in anganwadies among tribal children during early childhood.

**Keywords:** Tribal Children, Early Child Hood Care, Anganwadies.

**Early Childhood Education is the key to the betterment of Society.**

**Maria Montessori**

### 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 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. 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 know the Educational Practices of tribal children during early childhood.

### Hypotheses

- i) There is no significant difference in educational practices of tribal children during early childhood in relation to teacher's age.
- ii) There is no significant difference in educational practices of tribal children during early childhood in relation to experience.
- iii) There is no significant difference in educational practices of tribal children during early childhood in relation to education.
- iv) There is no significant difference in educational practices of tribal children during early childhood in relation to residential place.

### Sample Description / Sample Design

The sample for the present study consists of Anganwadi teachers, children 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

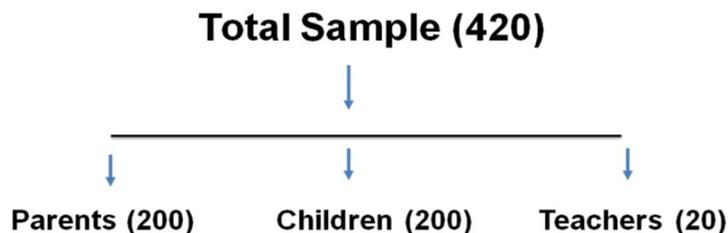


Cover Page



DOI: http://ijmer.in.doi./2021/10.10.172

selected, i.e one Anganwadi from each village comprising it to a total of 20 anganwadies. From each Anganwadi 01 teacher, 10 parents and 10 children are selected. Thus, making the total sample as 420.



**Tools for data collection**

1. Structural Interview Schedule for Parents
2. Questionnaire for Anganwadi Teachers
3. Checklist of facilities of Anganwadi centres
4. Checklist of observation of inmates (children) at 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 were established.

**Hypothesis testing**

To test the above hypotheses one way ANOVA was employed to find out the mean score differences among the educational practices of tribal children during early childhood with respect to parent’s age, education, occupation, type of family and family income. Results were presented in the following table:

**Showing educational practices of tribal children – teacher’s category wise**

Variables	Teacher’s category	N	Mean	SD	F	Df	Sig.
Age	Upto 30	09	2.61	0.78	1.14	17	0.79
	31 to 40	07	1.21	0.89			
	41 and above	04	1.42	0.68			
	<b>Total</b>	<b>20</b>	<b>1.75</b>	<b>0.78</b>			
Education	10 <sup>th</sup> Class	5	1.66	1.10	3.76	16	0.05*
	Intermediate	7	2.51	1.02			
	Under graduation	5	2.34	0.99			
	Post-graduation	3	2.71	1.02			
	<b>Total</b>	<b>20</b>	<b>2.30</b>	<b>1.03</b>			
Experience	Below 5 years	7	1.43	0.39	4.44	18	0.05*
	6 – 10 years	13	1.87	0.59			
	<b>Total</b>	<b>20</b>	<b>1.65</b>	<b>0.49</b>			
Residential Place	Rural	14	1.38	0.39	2.99	18	0.95
	Urban	6	1.22	0.55			
	<b>Total</b>	<b>20</b>	<b>1.30</b>	<b>0.47</b>			

**Teacher’s education:** The obtained mean scores for teacher’s education upto 10<sup>th</sup> class was 1.66, intermediate was 2.51, under graduation was 2.34 and post-graduation was 2.71. The obtained F value 3.76 with a df of 3, 16 was found to be statistically significant at 0.05 level of significance. Therefore, it may be inferred that teachers whose education was post-graduation were better than other teachers who had education upto 10<sup>th</sup> class, intermediate and graduation in providing educational practices to tribal children during early childhood and this was statistically significant.

Hence the hypothesis which states that there is no significant difference in educational practices of tribal children during



Cover Page



DOI: <http://ijmer.in.doi./2021/10.10.172>

early childhood in relation to teacher's education is **rejected** as majority of the sample was clear in accepting the role of teacher's education in providing educational practices to tribal children during early childhood.

**Teacher's experience:** The obtained mean scores for teachers experience below 5 years was 1.43 and 6 to 10 years was 1.87. The obtained F value 4.44 with a df of 1, 18 was found to be statistically significant at 0.05 level of significant. Therefore, it may be concluded that teacher's whose experience was 6 to 10 years were better than other teachers who had experience below 5 years in providing educational practices to tribal children during early childhood and this was statistically significant.

Therefore, the hypothesis which states that there is no significant difference in educational practices of tribal children during early childhood in relation to teacher's experience is **rejected** as majority of the sample was clear in accepting the role of teacher's experience in providing educational practices to tribal children during early childhood.

**Teacher's residential place:** The mean scores obtained for teachers' residential place in rural area was 1.38 and urban area was 1.22. the obtained F value with a df of 1, 18 was found too statistically not significant. Based on the mean scores it may be observed that teachers whose residential place was in rural areas were better than other teachers whose resided in urban areas. Hence the hypothesis which states that there is no significant difference in educational practices of tribal children during early childhood in relation to teachers' residential place is **accepted** as majority of the sample was clear in not accepting the role of residential place in providing educational practices to tribal children during early childhood.

### Sum up

**Teacher's age:** Teachers who were up to the age of 30 were better than other teachers who were in the age group of 31 to 40 and 41 & above.

**Teacher's education:** teachers whose education was post-graduation were better than other teachers who had education up to 10<sup>th</sup> class, intermediate and graduation.

**Teacher's experience:** Teacher's whose experience was 6 to 10 years were better than other teachers who had experience below 5 years.

**Teacher's residential place:** Teachers whose residential place was in rural areas were better than other teachers whose resided in urban areas.

### Conclusion

Importance of early childhood makes us think about early childhood education. It is also called pre-school education which brings about optimum development of various aspects of the child. Thus, the concept of early child-hood care and education is very comprehensive which includes parental education, pre-natal, post-natal and childcare. So, it extends from the birth of the child to his entrance into regular and formal schooling.

Education in early childhood must have its own specific practices and issues. For programming purposes, it has been decided to extend the concept of early childhood to about 8 years of age. This age range provides the opportunity to reinforce the view of the development as a continuum. It will facilitate the interaction between the pre and initial school years. The concept of basic education calls for the inclusion of early childhood and the key "survival" grades, that is, the first two or three grades of primary education. Early childhood education often focuses on children learning through play.

### References

- Alexander, K.and. and D.Entwisle (2006). Baltimore beginning school study, 1982-2002.The Harvard-MIT Data Centers. Henry A. Murray Research Archive. Log# 01293.
- Andrabi, T., J. Das, and A. I. Khwaja (2009). Report cards: The impact of providing school and child test scores on educational markets. Un- published working paper.
- ABS (2010), 'Childhood Education and Care'. Please note that some children attend both preschool and a preschool program at long day care.
- Asscher, J. (2005) 'Parenting Support in Community Settings: Parental Needs and Effectiveness of the Home-Start Program, PhD thesis, University of Amsterdam.
- Baekelmans, R. (1994) Parental participation: some social, democratic and psychological thoughts in VBJK (Eds) Report of European Network for School-age Childcare 5th International Congress, Ghent 1994. VBJK & Kind en Gezin.
- Banerji, R., J. Berry, and M. Shotland (2013). The impact of mother literacy and participation programs on child learning: evidence from a randomized evaluation in India. Cambridge, MA: Abdul Latif Jameel Poverty Action Lab (J-PAL).



Cover Page



DOI: <http://ijmer.in.doi./2021/10.10.172>

- Bergman, P. (2014). Parent-child information frictions and human capital investment: Evidence from a field experiment. Unpublished working paper.
- Barnett, W. S. (1992). Benefits of Compensatory Preschool Education. *Journal of Human Resources*, 27(2), 279-312.
- Barnett, W. S. (1995). Long-Term Effects of Early Childhood Programs on Cognitive and School Outcomes. *The Future of Children*, 5(3), 25-50.
- Berlinski, S., Galiani, S., & Gertler, P. (2009). The effect of pre-primary education on primary school performance. *Journal of Public Economics*, 93(1-2), 219-234.
- Berlinski, S., Galiani, S., & Manacorda, M. (2008). Giving children a better start: Preschool attendance and school-age profiles. *Journal of Public Economics*, 92(5), 1416-1440.
- Connor, J. and Wheeler, H. (2009) Parents, Early Years and Learning, *EYE*, 10, 9, 36-42.
- Chevalier, A., S. Gibbons, A. Thorpe, M. Snell, and S.Hoskins (2009). Students' academic self-perception. *Economics of Education Review* 28 (6), 716–727.
- Currie, J. (2001), 'Early childhood education programs' *Journal of Economic Perspectives*, 15(2): p. 213.
- Datar, A., M. R. Kilburn, and D. S. Loughran (2010). Endowments and parental investments in infancy and early childhood. *Demography* 47 (1), 145–162.
- Desforges, C. and Abouchaar, A. (2003). The impact of parental involvement, parental support and family education on pupil achievement and adjustment: A literature review, Department for Education and Skills, Queens Printer.
- Dr.Paul Leseman, Early childhood education and care for children from low income or minority Backgrounds. University of Amsterdam.
- Datta, V. 2001a. A Study of Urban Early Childhood Programme–A project sponsored by UNICEF. Tata Institute of Social Sciences, Mumbai.
- Datta, V. 2001b. Job Performance of Anganwadi Workers in Three Districts in Maharashtra–A project sponsored by UNICEF. Tata Institute of Social Sciences (TISS), Mumbai.
- EACEA (2009) Tackling Social and Cultural Inequalities through ECEC in Europe, Brussels, Education, Audiovisual and Culture Executive Agency Eurydice.
- Goodman, A. and Gregg, P. (2010) poorer children's educational attainment: How Important is attitudes and behavior? London, Rowntree Foundation.
- De Graaff, F. and van Kerulen, A. (2008) Making the road as we go: Parents and professionals as partners managing diversity in early childhood education, Practice and Reflections Series, No. 23: The Hague, Bernard van Leer Foundation.
- Government of India 1985. The Child in India: A Statistical Profile. Ministry of Social Welfare, New Delhi.
- Government of India 1986. National Policy on Education.
- Government of India 1992. Programme of Action.
- Gulati, A.K. 1993. Impact of Early Schooling on the Health of Children. Paper presented at the Seminar on the Burdened Pre-schooled: Issues and Alternatives, Government Home Science College, Chandigarh.
- Leseman, P. (2009) the impact of high-quality education and care on the development of young children: Review of the literature in EACEA (eds) Tackling Social and Cultural Inequalities through ECEC in Europe, Brussels, Education, Audiovisual and Culture Executive Agency Eurydice.
- Productivity Commission (2009), 'Paid parental leave: Support for parents with new born children'.
- Rebecca Dizon-Ross, November 14, 2014. Parents' Perceptions and Children's Education: Experimental evidence from Malawi.
- Robert Baumüller, Investing in Early Childhood Care and Education: The Impact of Quality on Inequality.
- Share, M., Kerrins, L., Greene, S. (2011) Developing Early Years Professionalism: Evaluation of the Early Learning Initiative's Professional Development Programme in Community Childcare Centres in the Dublin Docklands. Dublin: National College of Ireland.