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## **Early Childhood Education (Ecce): Approaches, Implementation of Policies & Its Need.**

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### ***Abstract:***

*It has observed that early childhood determination of disability minimize the future ineffectiveness .In this paper we try to analyze the government policies and approaches regarding different plans of special children and reforms of government policies.*

***Keywords:*** Childhood education, Children with special need, Government policies, Reforms

### **1. Introduction**

The Early intervention can minimize the effects of disability and enhances the capabilities of the disabled children to the optimum level of education. So it is very crucial that the early intervention programmes in the education of the disabled children are indispensable and should be mandatory through different education policies. The early childhood education, Pre-school curriculum, class room management of children with special needs (CWSN's) and stimulation of the disabled children at home must be initiated and ensured through policy implementation. For this purpose, it is essential that the parents, teachers, professionals caregivers who are involved with the children are enabled to have knowledge for early identification of the disability so that steps for intervention in time can be initiated by them

### **2. Right from the Beginning**

Early childhood is an important & crucial time for the development of milestones in terms of physical, mental psychological, motor, language etc. It is not just the preparation for school or future citizenship but it is the time for own rights. So early childhood education should address the child's right now and not for some future time. But the irony of fact is that in our country, the implementing agencies, the govt and the monitoring groups simply ignore the younger age group or given attention only to survival rights and focus primarily on an older children. This effectively excludes almost 1/3 of all children at a time when they are most vulnerable and going through the critical age of development. The needs and rights of early childhood demand huge attention and parental supports. If these demands are not meeting in time, affect havoc in terms of economic imbalance in future. Push for adequate attention – is not the meaning of child right in early childhood programmes. The govts. have primary responsibilities of formulating early childhood care and education policies within the contest of Education for All mobilizing political and mass support and Promoting flexible Programmes for young children that are appropriate to their age group. Important elements of achieving this goal are the education of parents and other caregivers, awareness of better child care, building traditional practices, the systematic use of early childhood indicators etc. All young children must be nurtured in safe and caring environments that allow them to become healthy, alert secure and be able to learn. Good quality early childhood eared education-both in families and in structured programmes have Positive impact on the survival, growth & development, learning Potential of children such programmes should be comprehensive, based on child's needs and ensure nutrition, health as well as social, cognitive development. These programmes should be provides in child's mother tongue which help to indentify the care and education of children with special needs (CWSN's). Partnership between Govt., NGOs, communities and families can help in implementing the provisions of good care & education for children with special needs through child-centric activities, focused on the family, encompassed the community and supported by national policies & adequate resources.

### 2.1. Background and Trend.

Generally the younger children are neglected in terms of formulation of policies. In most of the developing countries, no formal programmes for children under three are taken, although enrolment in pre-primary education is increasing. The Early Childhood Care Education (ECCE) is not a priority for most funding agencies. The govt. is reluctant and is somehow totally neglecting the ECCE component. The Education or training of ECCE staff in developing countries like India, Bangladesh, and Pakistan is an issue where quality of program is not assured.

### 2.2. Need and Importance of ECCE:-

- 1) The early childhood care education (ECCE) is a right.
- 2) Nearly 10.6 million children die in a year from preventable diseases before 5 years of age.
- 3) Early childhood is the foundation for later learning because during this time the development of brain is remarkable.
- 4) It is more cost effective to implement preventive measures and supports for children at early age than to compensate for disability as they grow older.
- 5) The ECCE removes inequality and disadvantages among children from poor families.

The neuronal development happens before age five and 80% of the brain development happens before the age of there. The language development takes place up to the age of six. All these lead the conclusion that first 3 years are crucial in the development of the child.

### 2.3. Major benefits of ECCE:-

- a) Psychosocial development of the child.
- b) Helps in socialization process.
- c) Improved language skills.
- d) Progress in performance in primary schools.
- e) Helps to reached poverty.
- f) High economic returns.

### 2.4. Aspects of ECCE:-

- 1) Child development seen as overall development of the child.
- 2) Child development in relation with Education.

### 2.5. ECCE Interventions:-

- 1) Child Focus i.e. direct intervention with the child.
- 2) Parent Focus i.e. direct intervention with Parents and family through home visits, Parents meeting.
- 3) Both child and Parent Focus through centre based Programmes.

The early childhood care education Programmes are mainly focused on protection of child from diseases, Child's food, awareness of Parents, malnutrition factors, stimulation, child care issues etc.

#### → Input of ECCE:-

- a) Appropriate activity based Pre-school curriculum which include free play, cognitive skills development, conversation, story-telling, Rhymes, games, creative activities (clay colouring, collage), count & calculate etc .
- b) Training, Field based programmes to Teachers, TLMs, Evaluation methods, Community involvement.

#### → Quality in ECCE Programmes can be assured through following ways :-

- a) Curriculum based on child development principles.
- b) Evaluation based on child development principles.
- c) Trained teachers and Teacher- child ratio should low for a adequate attention.
- d) Social and gender equity in the classroom.
- e) Meet health and family needs.

#### Early Childhood Care and Education:-

#### Existing ECCE programmes:-

- i. ICDS
- ii. Scheme of assistance to NGOs for conducting Early childhood education centres (ECE).
- iii. Balwadis and Day care centre.
- iv. Pre-Primary schools run by the state/central Govt., Municipal Corporations and NGOs.
- v. Maternal and child health centres and other agencies.

The NPE, 1986 has given great deal of importance to Early Childhood Care and Education (ECCE). The policy views ECCE as a crucial input in the strategy of Human Resource Development, as a feeder and support Programme for primary education. It also focused on the holistic nature of ECCE and has pointed out the need for early care and stimulation of children belongs to the

vulnerable sector. Since the age span covered under ECCE is from conception to 6 yrs, emphasis has given to child-centric approach, play-way method and activity-based learning. The importance of community involvement has also been highlighted. Establishing linkage between ICDS and other ECCE programmes is also taken into account.

In POA, 1986 the ECCE has also got attention and such programmes have been updated to serve its need through mobilizing resources, planning, monitoring and ensuring community participation.

The Sarva Siksha Abhiyan (SSA) realizes the importance of pre- school learning and early childhood care and its role in improving participation of children in schools and out of schools. In order to facilitate a greater convergence with the ICDS, efforts to strengthen them in the area of pre-school education will be made. The support from SSA can be accessed through the training of teachers and community workers by resource persons. The pre-school facility will necessarily have to work together with the SSA and ICDS. A provision of grant per year in a district for ECCE has been made. The district elementary education plan has have to a plan for ECCE. Provision for honoraria for pre-School teachers, training of Aaganwadi Sevikas for pre-school learning, activity materials, play items etc. could be provide as support for ECCE. Intervention process can be success in early childhood only through the efforts of SSA and ICDS. Some interventions could be as follows:-

- i. Need-based training of Aaganwadi Sevika, learning materials etc.
- ii. Generating awareness on importance of early childhood development through camps, advocacy programmes.
- iii. Organizing training programmes for community leaders.
- iv. Providing intensive work plan for ECCE.
- v. Materials development for ECCE related activities.

### 3. Conclusion

The benefits of Early childhood development programmes are being increasingly documented through research and economic analysis. The researches reveal that the ECCD programmes are valuable, not only in terms of responding short term needs of children and their families, but also in achieving long term goal through children's contribution to the community and participation in the society. We have to convince the society that well-being of people, starting with the youngest people, is a central concern to all of us. As far as the rights and investments are concerned, the ECCE has positive influence upon a society. It acts as a positive reinforcement to the people and society. Perhaps the most compelling argument in favour of ECCD and ECCE is that failure to attend the youngest children perpetuates social and economic disparity and wastage of human potential.

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