



PHILOSOPHIES FOR EARLY CHILDHOOD CARE AND EDUCATION

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Abstract

We know that each and every child is unique. A child's development is influenced by his heredity, environment, and nature. The majority of development in children appears to have occurred in their early ages, and how successfully they occur in these moments will determine their overall performance in their later period. Institutions like daycare centers, anganwadis, play schools, and nurseries have a great role to play in creating a critical platform where a child spends his or her more or less five years. Being sensitive, its overt appearance needs to be monitored in such a way that no child will be left behind in getting their early rights that may be provided in a mature as well as democratic society. In this article, the status of ECCE is examined, as well as the origins of this valued concept, as well as its objectives, perspectives, and challenges.

Keywords: Global perspectives of ECCE, its origin and challenges.

INTRODUCTION

Early childhood, a period of paramount significance, where a child between the ages of 0-6 has been considered critical for cognitive, language, physical, or motor as well as social, emotional, and moral learning, evidently has been subsequently influencing both their learning and life-long development. Therefore, a child does require a healthy environment of high freedom to express, comprehend, explore, observe, and feel about what would have been around him that led to a little sense of the things that could have played pivotal roles in the future. The environment he is provided with should allow him to interact with his peers as well as explore and manipulate an idea, so that rote learning does not occur while learning; play should provide him with an avenue where he can have joyful learning that is also pragmatic. Learners at this age, while similar in physical appearance, may not be similar in their interests, abilities, and needs; however, each child must be adequately cared for or protected in order for him to develop his overall performance in his later sphere of life.

A Global Perspective on Early Childhood

The primary years of a child's existence are recognized to be the most vital years for lifelong development, because the pace of development in these years is extremely rapid. Current findings of research in the field of neuroscience, particularly on the brain, have resulted in realistic evidence of the critical periods of the early years for the brain's development fully. Preschool education enhances children's academic success and it assists children to be independent and confident. Here I would like to quote the words of Kathy Sylva, Professor of educational psychology at Oxford University, "I think that high quality early education makes the child a more effective learner." Recent research has also found that a highly stimulating and improved physical and psychosocial environment often influences overall development. This stage in life is also important as a foundation for the inculcation of social values and personal habits, which are known to be long-lasting in a lifetime.

As a result, investing in these early years to ensure an enabling environment for every child that enhances a strong foundation for life is not only a right of every child, but will also impact the quality of human capital available to a country where he lives in the long run. Neurological research found that the early years have a key role to play in children's brain development and are globally acknowledged to be the most critical years for life-long development and learning. Early Childhood Care and Education (ECCE) derive its value from this rationale. As we glance at the Canadian Council's Learning Reports (2007), 2008, 2009, and 2010, we gain the importance of investing in early childhood learning as it creates future benefits.

ECCE's origin:

The concept of ECC, adoption, and adaptation of infant school has been turned through in a long course across the world, and distinguished individuals who were behind its launching and commencement are still renowned in their respective fields or disciplines, which could subsequently be persisted as a phenomenal especially in this spectrum. Infant school in its early form was originated by the renowned Robert Owen in Scotland, where it did astonish or stun parents, educational reformers, policy implementers, and social reformers, instantly being practiced in 1824. In Germany, early childhood education in another name was encountered by Friedrich Froebel, that is, kindergarten, and for Margaret Mack millions initiations on early education, the world has had a long, long wait to have a nursery school in a new term, which has the pivotal motto of its introduction to serve low-income children. Therefore, it could be deeply rooted in where it was introduced, whole England seems to have been probably happier more often than the world has ever witnessed. The Montessori method, typically for early childhood hood, has been in full swing since its origin in Italy, and

that was started by Dr. Montessori.

Is A pivotal conventional practice of ECCE has been in India for almost 5,000 years. The introduction of its foundation in India has been noted formally in the latter half of the nineteenth century. Gijubhai Badheka, Tarabai Modak, and Maria Montessori were the early pioneers of this. Let us here comprehend the contributions of great Indian educational thinkers and their writings by which the very ideas of ECCE have emerged. Among them are our nation's father, Mahatma Gandhi, Rabindranath Tagore, and Zakir Hussain, and they have also drawn attention to this major aspect of education in the constructive years of a child's life. At the time of independence, the need for preschool education was primarily fulfilled by voluntary organizations and or private institutions.

Beyond ECCE's objectives: Indian context

From the five major objectives of ECCE; a) To develop school readiness; b) Holistic development of the child; c) To support women and girls; d) Nurture caring; e) Writing, reading, and arithmetic skills, we can sense how much having its pertinence should apparently be minded so that a number of stakeholders such as: parents, teachers, policy makers, theorists, and researchers, can be involved wherein they do suggest implementations, modifications, and I would like to derive a few interrogations that may not have the desirable answers we usually endeavor to articulate.

- Which goals do you want to be considered important for a child's socialization, and are they prioritized over others that could be accomplished more quickly?
- How could the caring process be more sufficient than what the child would have spontaneously had from him or her home?
- Is value education that is mandated to be a good citizen of his or her nation being practiced through preschool?
- Can writing, reading, and mathematical skills be able to be covered for excellent performance when other skills are equally pertinent with these?

Objectives mentioned by different committees:

Integrated Child Development Services (ICDS) is the world's largest programme imparting ECCE. The 11th five-year plan has acknowledged the importance of early childhood education and that all children be provided at least one year of preschool education at the age of 3-6 years. National policy on education, NPE (1986), has given great importance to ECCE, which

requires young children to be provided care opportunities and experience that lead to their overall development.

The National Curriculum Framework Work (2005) envisioned two years of preschool and endorsed ECCE as essential for the holistic development of the child and considered a play-based curriculum as a developmentally appropriate one. According to the Sargent Report (1944), "ECCE is to develop an understanding of the foundations of preschool education". The Child Care Committee (1963–1964) notes the developing habits of cleanliness in the preschool child at home as well as in school. The Indian Education Commission (1964-66) encouraged aesthetic appreciation among them, and the Right of Children to Free and Compulsory Education Act (RTE 2009) reinforces this.

Prospects and challenges:

What is the work force involved in, what are the parameters for selection of teachers who are supposed to have been involved, place to be stationed, committee to look after etc. are highly risk-oriented as well as quite psychologically need to be planned if not all systems will be in such a way that neither we can cater to the quality that a child needs to have from either teachers or care givers who are associated with the caring process of a child, nor can we provide job safety for service givers, nor can society expect good citizens in the future. However, an arena that is supposed to be quite sensitized and an offshoot that should be fertile has been in a pathetic state; deferring the qualification of teachers who are posted and their awareness of educational goals as well as how much needs of a child; feeding, toileting, assisting with dressing, bathing, could be meeting the age of a child who hails there and even being contradictory of both society and pre-primary school and the model suggested by the nation.

For many years, the child campaign has been a challenge because the very purpose of a care giver is typically or ideally associated with parents to work and it is difficult for them to become either care givers to children or teachers who should be informal friends to a child. Huge spectrum of work assignments, how could we expect that much from those who work for pay? Then how can workforce characteristics are changed? How much qualification is mandated to enable them to work? Therefore, a perfect definition of a care giver is essential so that the disparity that prevails, especially in these avenues, can be optimistically taken away.

Conclusion:

Most of the problems have evolved from the system of unrecognized status of ECCE as a part

of the mainstream education system. The multiplicity of overlapping social segments affects the quality of ECCE available to various sections of the population, and discrimination and injustice appear to prevail throughout, while the social system appears to be so horrible towards gender, culture, region, and religion. Patriarchal society appears to be responsible for the failure to realize the need for early education, especially for children of poor rural and urban working women.

This ignorance will have an untoward impact on the education of girl siblings. Since it is governed by three major franchises of public, private, and NGO, it is sensed that the more or less low quality of facilities found in the public sector highlights the great variation found in the private sector where a large business in the name of children's education and care is damaging all the system and shows that while there are some islands of excellence in the NGO sector, these have not gone to scale. Addressing and defending the issues and ensuring quality for this environment of great significance and emphasizing the need for norms and standards, there should be a mechanism that ought to cover the major dimensions of quality; appropriate curriculum; trained, motivated, and suitably rewarded teachers; appropriate teacher-child ratio; group size; a supervisory mechanism; and last but not least, a child-friendly infrastructure.

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