

Early Childhood Care Education (ECCE) of Govt and Non Govt with Reference to Quality and Effective Models

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INTRODUCTION

Early childhood Care Education (ECCE) is the focus in recent years because National Education Policy-2020 has made a major breakthrough by integrating it with class -1 and 2 to foundational stage. This stage has immense importance in terms of cognitive development of child. It is established that 75 per cent of human brain development occurs during early childhood period. The foundational stage is five years duration out of which; 3 years for Pre-school/Anganwadi and 2 years for Primary classes. The ECCE has direct impact on the all round development of children for which an equitable quality education at this stage can be provided by the existing ECCE program.

The pace of development during these years are extremely rapid as per psychological theories. It is notable that five out of the eight Millennium Development Goals (MDGs) in the UN Millennium Declaration are related to health nutrition and education of the young children.

Article 21(A) and Article 45 of the constitution emphasized on elementary education and pre-primary education respectively. RTE Act-2009 is enforced from 2010 April all over the country. Quality at elementary education has been emphasized but in other way it needs to be ensured at ECCE. It is high time to find out the quality level and effectiveness of models adopted by ECCE and find out the strength and weaknesses in the program for correction and suitable suggestions to make the programme viable and effective.

Review of related literature

The review of literature established that the children who attended early care and education (ECE) are more likely to start with better cognitive, academic and social skills according to the executive child care

research literature in the study of Lamb-1998. How does early childhood care and education affect cognitive development? An International Review of the effects or early interventions for children from different social background (Kaspar Burger, Early Childhood Research Quarterly vol.25)

As per NPE(1986) ECCE as a crucial input in the strategy of human resource development, as a feeder and support programme for Primary education and also as a support system service for working women. In odisha a study was conducted in 10 tribal districts in 2016 by BVL Foundation in co-ordination with Jamia Millia Islamia University early childhood research centre evaluated the report in 2020 and found that over all activities, such as time schedule effective in mother tongue.

However, the above studies have not given a comparative look and developing insight to integrate with elementary school.

Significance of the study

Odisha is a state housing 62 types of tribes and with their diversified cultural bases. In odisha out of 30 districts 10 districts are aspirational districts. These districts are focused at the developmental agenda, the districts are affected by poor socio-economic indicators identified by NITI Ayoga for expediting the development. Out of these districts Kandhamal 53.6 % has a majority tribe population while Dhenkanal has a less number of tribal population from aspirational district have been taken for the study. Two districts such as Khurdha as a district with less habituated by tribes and Keonjhar largely inhabited by tribes will be taken as the districts of non aspirational districts. The children in rural areas and tribal areas and particularly girl children are mostly neglected in terms of availability of food and

nourishment. However, the NEP-2020 will be implemented to achieve its goal. Now emphasis is only given on supply of food not learning. In govt. run schools. Even the ECCE centers do not have a trained teacher to look into the academic exercises.

Statement of the problem

Early childhood care education (ecce) of govt. and non govt with reference to quality and effective model.

Objectives of the study

The following are the objectives of the study;

1. To know the availability of govt. funded ECCE centers in aspirational.

2. To find out the demand of ECCE provided in govt. funded centers in aspirational in compare to non govt pre schools.
3. To evaluate the views of parents and community leaders on effectiveness on ECCE in urban and rural pockets in respect of govt funded pre-school or Anganwadi centres.
4. To examine the level of involvement of Supervisors and Anganwadi workers and existing feedback mechanism to evaluate the effectiveness of the program.
5. To look into the modalities of integration of ECCE Centres with elementary schools in terms of administrative, infrastructure and personnel aspects

Delimitations

The study will be conducted in four districts of odisha two are aspirational. *Kandhamal* and *Dhenkanal* and other two are *khordha* and *keonjhar* districts are not aspirational districts.

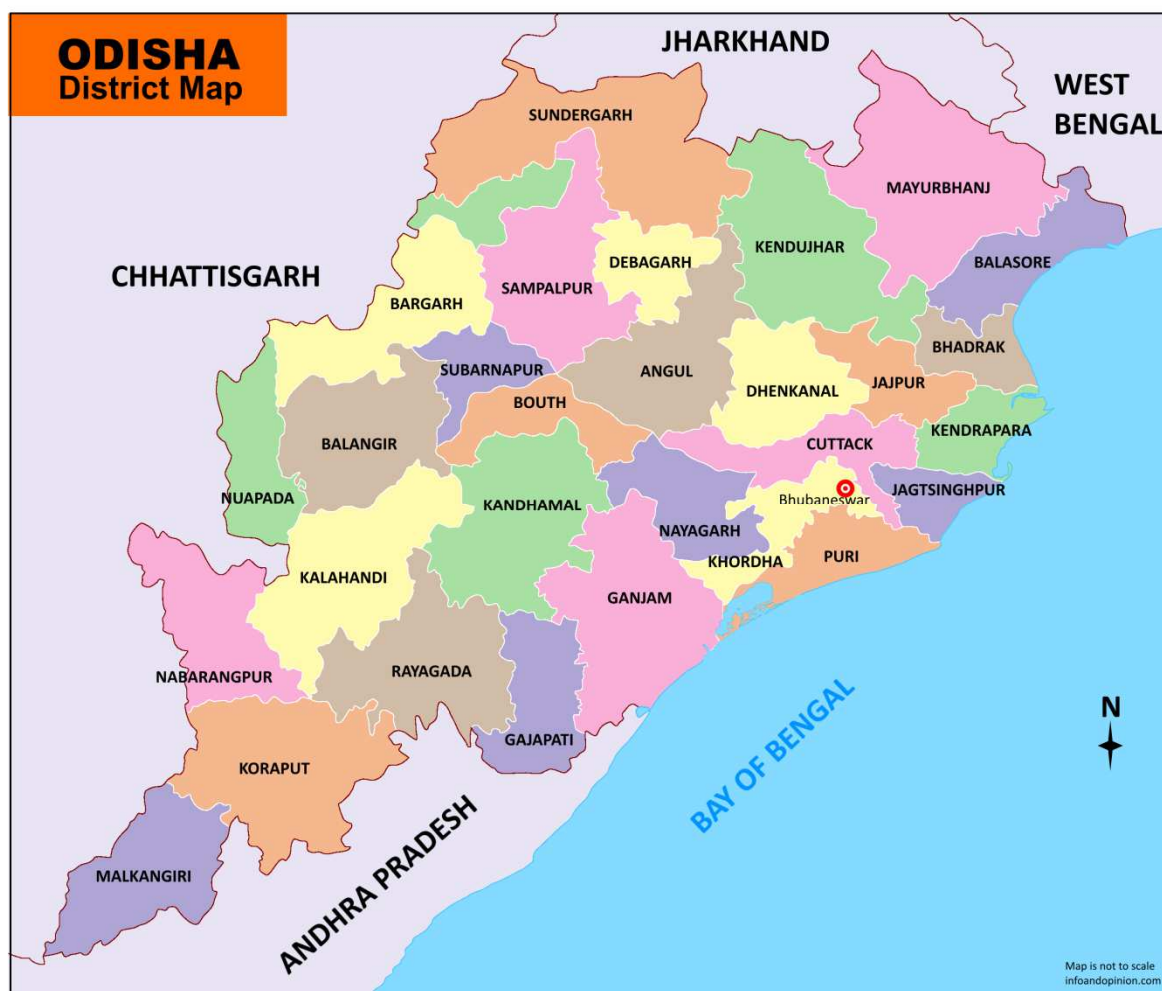


Figure 1-Map of Odisha indicating districts

Methodology

Causal comparative method of the study will be adopted y the investigator to conduct the study. Data will be collected and analysed using latest statistical methods along with graphic presentation. Research reporting will be prepared as per APA style.

Sample:

Multi staged Stratified Radom sampling procedure will be adopted to select population for the study.

Table: Showing sample size

Name of the	No of Blo cks	C E N T ers	Rural 20			Urban 20			Districts	S T U D ents	
Districts			Ang an/ wor kers	Par ents and com. me	S T U D ents	Ang an/ wor kers	Par ents and com. me	S T U D ents			
Kandhamal	04	60	30	20	10	05	30	20	10	05	130
Dhenkanal	04	60	30	20	10	05	30	20	10	05	130
Khurdha	04	60	30	20	10	05	30	20	10	05	130
Keonjhar	04	60	30	20	10	05	30	20	10	05	130
Total	16	240	120	80	40	20	120	80	40	20	520

Tools

1. Questionnaires –One set for Anganwadi workers another set for administrators.
2. Interview schedule –one set for parents and other set for community members.
3. Focus group discussion with selected administrators and Community members.

Work plan:

Sl. no	Work	Months
1	Preparing Tool and engaging personnel	04
2	Fielded visit and data collection	12
3	Data analysis and draft	05
4	Final report Preparation and submission	03

Total: 24 Months**Analysis and Findings**

After collection of data analyzed by using latest statistical method like t- score and pie chart.

Findings of the study as follow;

1. That how well the early childhood care and education do not matter if sufficient attention is not given for proper execution.
2. Most of the govt. run pre-schools are managed by untrained matriculate even under matriculate candidates.
3. However in private schools there well qualified teachers to train and care of the children.
4. The attitude of parents in govt. run school is different; they focus more on the food items but less importance on sanitation and care.
5. Parents of children in private ECCE are more careful about learning objectives.

6. Educationists believe change in parental attitude can result in quality change of the ECCE, they suggested improvement in govt run centers.

Relevance of the study: The output of the study will be of great importance for planners and future development of the system.

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