

Ecce & the Holistic Development of the Child



Political Science

KEYWORDS :

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Many developments have been taken place in the field of Early childhood Care and Education (ECCE). ECCE provision after inculcation in to the Constitution, Many supportive policies has also been formulated. ECCE, as a Critical stage of human development positively affects to the cognitive and intellectual development of the child and thereby to the learning outcome of the child. It has been incorporated under Article 45 of the Constitution of India under the Directive Principles of State Policy, Article-45 of the constitution of India reads, "The state shall endeavor to provide early childhood care and education for all children until they complete the age of 0-6 years of age." The provision of Free and Compulsory Education to the age group of 6 – 14 years of children and enactment of Right of the children for Free and compulsory Education Act -2009 is land mark incident in this regard. Subsequently, the Govt. of India has brought different policies in order to ensure a qualitative universal early childhood education for all children from the age group of 0-6 years. In this context the National Early Childhood Care and Education Policy 2013 and national Policy for Children 2013 paves the way for the all round development of the Child. Subsequently, the Govt. of India has brought a series of policies in order to ensure universal and qualitative ECCE. On the other hand this policy also recognizes universal and equitable access to quality early childhood care and education for all round development of the child.

The National ECCE Policy adopted by the Govt. of India is a measure mile stone in the area of policy development relating to the young children. It aims at achieving holistic development and active learning capacity of all children below the age group of 6 years by promoting free, universal, inclusive, equitable, joyful and contextualized opportunities for laying the foundation for lifelong learning. This policy focused on the access quality, capacity building, monitoring, research, advocacy and increased investment for early childhood care and education. National policy on ECCE emphasizes on one hand upon the quality standard and on the other hand the National Curriculum framework.

The quality standard lays down the norm and standard for infrastructure, people teacher interaction, parental involvement. It indicates the assessment of learning improvement. While the curriculum framework promotes quality and excellence in early childhood education that provides the age appropriate development specific learning practices.

National Policy for children

The national Policy for Children (NPC) 2013 has revised the NPC 1974 to address the continue and emerging challenges in the situation of the children from the age group of 0-18 years. This policy recognizes every child has a equal right to learning, knowledge and education. It also required the state to take all necessary action and measures to provide universal and equitable access to quality ECCE for the holistic development of the child and active learning capacity of all children from 0-6 years of age.

Integrated Child Development Services

With a view to provide universal access to ECCE, the Govt. of India has launched Integrated Child Development Services (ICDS) scheme in the year 1975 in a bid to ensure quality early childhood development. It also provides the framework for the implementation of the programme in a mission mode to bring reform at the pragmatic management and institutional levels to strengthen the ECCE programme. The Sixth five years Plan (1980-85) provided for the expansion of ICDS projects and implementation of Universalisation of the Elementary Education (UEE). The Seventh five years Plan (1985-90) also set out a strategy for early childhood survival and development. Thus, the ICDS aims to enhance the holistic development of the child through the involvement of a community based volunteer called an Anganwadi worker.

However the key objectives of the ICDS mission are

- To provide to provide universal and equitable access quality ECCE for the holistic development of the child and active learning capacity of all children from 0-6 years of age.
- To institutionalize essential services and strengthen structures at all level.
- To enhance the capacities of the functionaries.
- To raise public awareness and participation
- To create database and knowledge base for child development service.
- To ensure appropriate inter-sectoral convergence and coordination

Conclusion:

Many research studies shows that a qualitative Early childhood Care and education (ECCE) paves the way for physical cognitive, mental and over all development of a child to create a strong coping mechanism for formal education. ECCE, as a Critical stage of human development, it positively affects to the cognitive and intellectual development of the child and thereby to the learning outcome of the child. In Early Childhood years from birth to 6 years old; a time of remarkable brain development takes place. Thus a qualitative ECCE helps in reducing the dropout rates, retention rates, wastage and stagnation etc at primary stages. ECCE helps in the development of children in a variety of ways that improves group socialization, infusion of healthy habits, and stimulation of creative learning process of the child.

About the Author:

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