

A study of school preparedness in early childhood care and education programme in Ajmer District

Bhishm Vrat Yadav

Research Scholar, Regional Institute of Education, (NCERT), Ajmer, Rajasthan, India

Abstract

Early Childhood Care and Education is for overall development of the child especially for early six year. ECCE programme provides children with stimulating experiences for cognitive, language, physical, social and emotional development if organized effectively. They tend to learn through concrete objects and first-hand experiences since the ability for abstract thinking and reasoning has not yet developed. Therefore they learn best through activity and play way method.

Keywords: school preparedness, early childhood care, education programme, Ajmer District

1. Introduction

Early Childhood Care and Education (ECCE) is for overall development of the child specially. The first six years of life which are 'critical' years in a child's life span since the rate of development in these year is more rapid than at any other stage of development.

With the perpetually increasing number of months joining the work force, the break-up of the traditional joint family system and the mounting tensions and preoccupations of parents resulting from existing lifestyles, children often do not get the benefit of a stimulating environment.

Children from the under privileged sections are particularly deprived in this respect. The parents, who are illiterate, are not able to effectively interact with them or help them develop appropriate language and cognitive skills, lack of materials comforts and facilities'. e. g. toys, books, play facilities etc. only add to their disadvantages.

Early Childhood Care and Education is very important in this context. An ECCE programme provides children with stimulating experiences for cognitive, language, physical, social and emotional development if organized effectively. An ECCE programme can compensate for the deprivation at the home front and can help the child built a strong foundation which would latter facilitate the development of his/her full potential.

School readiness has also undergone a shift during recent years. Some systems use a narrow 'pre-primary' educational approach that stresses literacy and numeracy skills that would align with a primary school curriculum.

The United Nations World Fit for Children (WFFC) mission statement of 2002 is an excellent example of more current concepts of school readiness, namely, a good start in life, in a nurturing and safe environment that enables children to survive and be physically healthy, mentally alert, emotionally secure, socially competent and able to learn.

In light of research studies and other related studies and other related studies done in the field of ECCEE programme. there is need to study school preparedness in order to come out with certain recommendable suggestions to be in cooperated or implemented in the schools with special reference to quality ECCE programme.

Learning being well a child enters Primary School. It begins at birth and in the hours. Comprehensive ECCE fosters holistic development and learning of young children from birth to eight years of age.

'Care' includes health, nutrition and hygiene in a secure and nurturing environment.

'Education' includes stimulation, socialization, guidance, participation, learning and developmental activities. 'Care' and 'Education' are inseparable both are needed and reinforce each other to create a strong foundation for children's subsequent lifelong learner and wellbeing.

Parents are the first caregivers and educators of young children. ECCE programs can be organized in a verity of forms i. e., formal, non-formal and informal setting.

1.1 Rsearch Eleborations

Research is a continuous process hence to declare conclusion of any piece of research as 'final' result will be an act of considering it omniscient. This is also applicable to our present study on preparedness of schools for early childhood care and education programme.

In the present time more research is required in different fields related to the problem chosen by us. On the basis of which following suggestions are placed by researcher in front of intellectual community.

1. Study of parental attitude toward Early Childhood Care and Education programme.
2. Study on importance of community awareness.
3. Study of teachers' qualification and its effect on Early Childhood Care and Education programme.
4. Study of teacher experience and its effect on Early Childhood Care and Education programme.
5. A comparative study of trained and untrained teacher working in Early Childhood Care and Education programme.

Some kind of research can also be carrying on study the teacher's preparedness.

2. Results

The points which researcher find out after calculating the result of study of ECCE programme. Researcher find out about the availability and facilities in pre-primary schools.

According to ECCE, NCF 2005 Curriculum Framework

1. Sufficient numbers of schools (50%) are having three rooms and 40% have two rooms and remaining 10% schools having one room. Then the researcher found 50% schools are prepared for ECCE programme and 50% are not prepared for ECCE programme.
2. A sufficient number of schools (60%) are having adequate number of separate rooms for pre-primary children and 40% schools are not prepared for running ECCE programme.
3. 50% schools are having adequate toilet facilities for pre-primary children in which 10% schools are having three separate toilets which is more convenient and 50% schools are still not prepared for running ECCE programme.
4. Approximately 30% schools are having sufficient water tabs. Whereas 60% schools do not have sufficient facilities and remaining 10% schools are not having any type of water facility.
5. A sufficient number of schools (90%) are having adequate toilet cleanliness and 10% are not having cleanliness in school.
6. A sufficient number of schools (60%) are having filtered water supply. Whereas 40% schools are having government water supply for pre-primary children.
7. A sufficient number of schools (90%) are having adequate attendant or helper for pre-primary children and remaining 10% are not having attendant/helper for pre-primary children.
8. 60% schools are having adequate teacher's availability in pre-primary classes in which 30% schools having two teachers remaining 10% schools having one teacher for pre-primary classes.
9. A sufficient number of schools (70%) conduct frequent parent- teacher meeting for pre-primary children and other 30% schools are not conduct parent-teacher meeting for pre-primary children.
10. Maximum schools (80%) revealed that their classrooms for pre-primary children are situated/ located in good a position that children do not face any physical obstacle while approaching the classroom and 20% schools are not having good infrastructure.
11. A sufficient number of schools (90%) are having adequate teacher-student ratio in pre-primary classes which ranges from 1:20 to 1:30, 10% schools have been founded with 1:18 ratio which is as per documents requirement.
12. A sufficient number of schools (60%) are having teachers' who have not attended any teacher training programme. Remaining 40% schools are having teachers who have attended ECCE training/programme.
13. As far as interaction of teachers with pre-primary children is concerned, 40% teachers use English language for the interacting with the children. 30% teachers use both mother tongue and English language and remaining 30% teachers accept that they use mother tongue of the children during formal as well as informal interaction.

3. Conclusion

After reviewing all type of the above mentioned studies the researcher conclude that, all through these studies related to

different aspects of ECCE programmes and preparedness of schools for pre-primary children but there is specific study related with 'a study of preparedness of school for pre-primary school under ECCE programme.

There arises need to study the aspect of school preparedness for imparting quality education, educate care and age appropriate development to the children in ECCE programme.

Under the component of school preparedness there are some related aspects such as teachers' professional qualification, there working conditions, availability of infrastructural resources and schools? A readiness to ensure better care and education to children who need to be studied separately so as to enable school set up ready for ECCE programme.

4. References

1. Azim Premji Foundation. School Preparedness study. Unpublished Report. Bangalore: Azim Premji Foundation. Census of Andhra Pradesh, 2009.
2. Beaun JS, Edwards EP. History and Theory of Early Childhood Education. Charles A. Jones Publishing Co., Washington, Ohio, 1972.
3. Convention on the Rights of the Child. UNICEF. Draft National Early Childhood Care and Education (ECCE) Policy. 2012. Ministry of Women and Child Welfare, Government of India, 1989.
4. Early Childhood Education Curriculum Framework (Draft). Department of Women and Child development. New Delhi: Government of India, 2012.
5. Focus on Children under Six – The Right to Food Campaign. New Delhi: Citizens' Initiative for the Rights of Children Under Six, 2006.
6. Gagnolati M, Bredekamp C, Shekar M, Das Gupta M, Lee Y. India's Undernourished Children – A call for reforms and action. Health Nutrition and Population Series, Washington: The World Bank, 2006.
7. Human Development Report. Andhra Pradesh. Prepared for Government of Andhra Pradesh. Centre for Economic and Social Studies, Government of Andhra Pradesh, 2007-2008.
8. ICDS IV Project. Project Concept Note (Revised). Ministry of Women and Child Development, New Delhi: Government of India, 2007.
9. Kaul V, Sankar D. Education for All: Mid Decade Assessment: Early Childhood Care and Education in India. New Delhi: National University of Educational Planning and Administration, 2009.
10. Kaul V. Cognitive Development' workshop on Pre-Primary Curriculum, 1984.
11. Kaul V. Early Childhood Care Education Programme, 2009.
12. Lortan JW, Walley BL. Introduction to Early Childhood care and Education. D. Van Nostrand Company, New York, 1979.
13. Murlidharan R. Motor Development of Indian Children. Developmental Norms of Indian children, 2.5 to 5 years, Ninth Report. NCERT New Delhi, 1971.
14. Murlidharan R. Activities for the Language Development of Pre-School Children'. Workshop on Pre-School Curriculum, 1984.
15. Murlidharan R. The Systems of Pre-School in India. Maxwell Press, Delhi, 1988.

16. National Advisory Council. Recommendations for a reformed and, 2011.