

“Learning difficulties and learner diversity in Early childhood care & education”

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Research Guide

Abstract:

Themes of the conference: Learning Difficulties and learner diversity in ECCE.

The purpose of this paper is to present the status of Learning Difficulties and learner diversity with special education children with special needs in India and our Jharkhand state. Our government still working various support services required for special children with learner diversity for their successful completion of education.

Inclusive education is that, by which a particular student is provided with as much quality and good education as possible in a specific environment, so that their doubts, their differences, and their problems can be removed, as well as improving the child's education. to provide a new direction. In India and many other countries, children those who are special educational needs are entitled by law to receive services and accommodation that will help them perform to the best of his/her self-abilities.

The main objective of education is that children with special learning disabilities who suffer from some form of inclusive education such as autism, dyslexia, dysgraphia, or psychological disorders, or cognitive impairments, in such circumstances, physically and Efforts should be made to provide education according to their capacity. Therefore, such an inclusive child should be provided creative education by creating a new environment according to their need, and such education where not only the child but the other peers of the child can also learn the same education together.

Special Education shares selected critical reflections and recommendations on the way of educational communities and responds to student diversity and difficulties learning. This context has included our research topic, ECCE. Teachers explore issues and strategies for realizing and sustaining the agenda of education for all.

A new point named 'National Research' was started in the National Education Policy 2020.

The goal of this body will be to promote and extend research and innovation along with multidisciplinary and special education in universities, colleges, and across the country. Learning difficulty and learner diversity have been seen in many such ECCE and primary education centers. In India the education system, especially the children of special education, who have learning disabilities and learning diversity, how their meaningful cooperation is possible through education, its solution is a challenge.

Key Words: ECCE, Education, Learning Difficulties, learner diversity, Innovation, Multidisciplinary, Research,

1. Introduction

Our research, which is on ECCE, is based on the study of learning difficulties and learner diversity of children. Special education means that no matter what school a student attends, its areas and weaknesses become a part of the society. To improve it and to study its circumstances systematically.

1.1 Early Childhood Care and Education.

The field of early childhood covers two elements i.e., care and education. On account of this, the name early childhood care and education is given ECCE as a crucial input is not only for human development but also for Universalization of Elementary Education (UEE) and Women's Development National Policy on Education (NPE,1986) has explicitly recognized the importance. It has therefore emphasized the need for large scale investment in the development of the young child, both through the government and voluntary organizations. Its approaches are in holistic providing ECCE programs. which should be focused on fostering

nutrition, health, social, physical, mental, moral and emotional development of the children.

In this chapter, the policy of the child has clearly recommended that, ECCE programmes should be “child centered, focused on all round development and play method and the individuality of the child. Formal and non-formal methods and introductions of 3R’s will be discouraged at this stage.” the National Policy, Early Childhood Education programmes are being qualitatively and quantitatively strengthened both in the private and government sectors. The coverage of children, in the age group 3-6 years, receiving Early Childhood Education is 21.63 percent. (ICDS data, 1995, MHRD).

1.2 ECCE- A Concept of Recent Origin

The concept of ECCE is of recent origin in India. It did not find any mention in the educational literature till the formulation of the National Policy of Education, 1986 (NPE, 1986). It has used the nomenclature (Name or term) of ECCE for the stage preceding elementary education. In 2002, it was included in the Constitution of India.

our country will have endeavor to provide early childhood care and education for all children until they complete the age of six years”. That means the period covered under ECCE is 0-6 years. when Constitution was framed, Article 45 “state that The State shall endeavour to provide within a period of ten years from the commencement of this Constitution (i.e., January 26, 1950), for free and compulsory education for all children until they complete the age of fourteen years”. after in 2002, a new Article 21A was included. It reads, “Right to Education – The state will have provide free and compulsory education to all the children those who have in age of six to fourteen.

1.3 NCERT on the Nature of ECCE

An NCERT publication Early Childhood Education Programme (1991) explains the concept of ECCE in Indian context as under:

ECCE is generally defined as the care and education of children from birth to eight years. It includes:

- Early Stimulation Programme through crèches/home stimulation for 0 to 3 years old.
- Pre-school/Early Childhood Education Programme (ECE) for 3 to 6 years old.
- Early Primary Education Programme as part of primary schooling for 6 to 8 years old.

1.4 NCTE in India on about of ECCE

The National Council for Teacher Education (NCTE) an autonomous body of India, observe that, how ECCE, follow the Norms and Standards of Council for Teacher Educational Institutions in 1998. “Early Childhood Care and Education a substitute nomenclature, a broader and more inclusive concept than pre- primary education) constitutes a critical input for total child development”.

1.5 Role of UNICEF in Pre-school Education

In December, 1946, the United Nations Organizations (UNO) set up the Children’s Emergency Fund (UNICEF) for providing aid to the suffering children.

In a special resolution the General Assembly of the UNO placed particular responsibility on UNICEF to implement children’s rights. It declared that “The aid provided through the fund constitutes a practical way of international cooperation to help countries to carry out the aims proclaimed in the Declaration”.

Developing countries like ours have access to many medical care, safe, water education welfare and training services which are initiated and assisted by UNICEF.

UNICEF's new approach is helping government provide basic services to those unreached millions. Lakhs of teachers were trained and educational institutions were equipped with modern aids especially in rural areas, UNICEF has extended its support to safe drinking water. Schools and community were benefited in their nutrition programmes. It aimed at long range programmes for social, economic and development plans to respond quickly to disasters. Programmes for reconstruction and rehabilitation for children are highly appreciated.

2. Objectives

1. To study the present status of early childhood care and education in Santal Pargana of Jharkhand with reference to Learning Difficulties and learner diversity.
2. To study the learner diversity in teaching learning processes practiced in the ECCE centres of concerning district.

3. Methodology

The present study is descriptive in nature. Survey method was used to study about the ECCE programme.

3.1. Sample

The sample of present study consists of twenty early childhood care and education (ECCE) centres at Godda and Dumka town.

4. Benefits of Early Childhood Education

Early childhood education consists of activities and/or experiences that are intended to effect developmental changes in children prior to their entry into elementary school. Its programs include any type of educational program that serves children in the preschool years and is designed to improve later school performance; it produces significant gains in children's learning and development. High quality education therefore assists many at-

risk children in avoiding poor outcomes, such as drop out of school. Although the benefits seem to cross all economic and social lines, the most significant gains are almost always noted among children from families with the lowest income levels and the least amount of formal education.

4.2. Special Education in ECCE.

The identification of special education needs in the early years of children will inform the various stakeholders of the extent of disabilities or learning difficulties. For infants and young children with disabilities, early detection, identification and access to early intervention services is necessary to provide support and training to parents and families in the early stages of their child's life. Parents and caregivers can play a crucial role in stimulating the early development of their child's potential and prevent the onset of severe secondary disabling conditions which can affect both physical and intellectual ability.

4.3. Early Identification: Learning Difficulties and learner diversity in ECCE.

Families of young disabled children can play a critical role in the early development of their children but for this to happen they need to receive support, understanding and useful information on how they can help their children (Dash, 2006).

Children qualify for inclusion in an Early Intervention program either because they are on the state's list of automatically eligible conditions or after being assessed by a specialist. In most jurisdictions, because it is a genetic condition, it automatically qualifies the child for services. Programs are designed to provide support for the child's strengths and therapy to improve the child's weaknesses. In some Rural areas, services are offered at your home, while other localities may require going to a Centre. A comprehensive early intervention program addresses five areas of development, with specific services customized to meet each child's particular need:

4.4. Multidisciplinary Approach in ECCE Programed;

Children with disabilities are enrolled in inclusive early childhood programs in which supports and services from professionals from varying fields, such as, early childhood educators, special educators, physical therapists, occupational therapists, and others become essential (Bruder, 2010; Mc. William, 2010). These professionals receive specified training that provides them with expertise in supporting development across multiple domains including, cognitive, motor, communication, and adaptive skills. Collaborative teaming practices in early intervention and early childhood special education consist of three models: multidisciplinary, interdisciplinary, and transdisciplinary (Bruder, 2010).

implementation of multidisciplinary and interdisciplinary approach, teams are known as hierarchies of power and providing isolated assessment, planning. the scheme of ecce, provide the best framework for implementing interventions across developmental domains for young children with disabilities.

5. Findings/Educational Implication

The study will be helpful in understanding the present situation, status and scenario of ECCE schools and Anganwadi centres which will subsequently helpful to teachers, parent and community members. The study has its implications on the quality aspect of early childhood care and education. It has demonstrated as a modest investment in child development which goes a long way in developing human resources. The National Education Policy 2020, **In ECCE has been accepted as the Foundational Stage and as the most important link of education.** Learning difficulty and learner diversity have been seen in many such ECCE and primary education centers. In the Indian education system, especially the children of special education, who have learning disabilities and learning diversity, how their meaningful cooperation is possible through education, its solution is a challenge. My main objective on the topic is that, for the expansion of quality on ECCE all over the country, discussion on its quality should be started and under this there should also be talk of self-relation of children at ECCE center.

The Individualized Educational programed is meant to address each child's unique learning issues and it includes specific educational goal that is legally bonded. Each school should provide everything. This is how a child is doing in a school:

1. Child's annual educational goals.
2. Special education supports and services that the school will provide to help the child reach the goals.
3. Modifications and accommodations of the school will provide to help your child make progress.
4. Accommodations your child will be allowed when taking standardized tests.

Due to the various constraints like time and resources the investigator could not include some more aspects which could make the study more comprehensive. Hence the following suggestions can be helpful for further researches.

- (i) The private ECCE center's or the Anganwadi center's can be taken up order to make a comparison with the Govt. ECCE center's or Anganwadi centers.
- (ii) The community members opinion and involvement in ECCE can be taken upon a study.
- (iii) The parents' opinion can also be considered for study.
- (iv) The study can be taken up with a longer sample.
- (v) A study can be taken by up to compare the ECCE center's or Anganwadi center of rural and urban.

5.1. CONCLUSION

While visiting centers the researcher observed that the teachers at all the ECCE centers, by and large, are affectionate, loving and caring and exhibit a feeling of warmth towards children. However lack of indoor and outdoor space, inadequate teaching learning materials, poor infrastructural facilities and less community participation as well as lack of training and inadequate salary structure on the part of the teachers are found to be some reasons for the poor status of the ECCE centers studies. The finding of the present study will help the government organization, the community and the ECCE teachers to improve their role and responsibility in improving the quality of the early child education.

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