

9. EARLY CHILDHOOD CARE EDUCATION AND HUMAN RIGHTS

Dipke Balu Ananda

Research Scholar, Dept. of Education and Extension, Savitribai Phule Pune University, Pune. Email-
mpdipke@gmail.com contact-9702769444

Dr. Megha M. Uplane

Professor, Dept. of Education and Extension, Savitribai Phule Pune University, Pune.

Abstract- In this paper early childhood care and human rights, history of Early childhood care education, various commissions and committees and its recommendations, different schemes of government and their implementation, development of child at this stage and theories related to early childhood (Vygotsky's social development theory, Piaget's constructivist theory) and its importance are discussed. Likewise importance of education at this stage for the future of child and for that matter what is the responsibility of parents and society and related stakeholders are discussed. Difficulties and problems in early childhood care and education along with challenges for teachers and parents are explained. Human rights are important for every human being. human rights are inherent and inseparable, every child have human rights like right of nutrition, right of life, right of playing, right of education, right of family, right of development right of birth registration along with citizenship etc. Further the responsibility of development and care in early childhood is not only of parents but it's a responsibility of nation, society and various sections of human being, due to its relation with human right is important factor which is discussed in this paper.

Keywords- Educational theories, early childhood and human rights.

Introduction

Early childhood care and education is important stage in child's life. The age is considered as from birth to six years of age. This first six years of age are critical for the development of child. In this age physical development is rapid than any other stages of life so the need are different in this period. ECCE can make positive contribution towards lifelong learning and development of the child. Parents are critical caregiver and creating more enabling environment for the child at this stage. In India early childhood care and education is given in family system since time immemorial through joint family system. But now a day the disintegration of joint family make its difficult to pass this tradition from generation to generation. So proactive government policies and schemes introduced in India to cater need of ECCE.

Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible. Human rights are inseparable and inalienable. They should not be taken away except in some situation like right to liberty may be restricted in some cases of crimes. State is responsible to protect these rights regardless of any political system they accepted. All human rights are indivisible, whether they are civil and political rights, such as the right to life, equality before the law and freedom of expression; economic, social and cultural rights, such as the rights to work, social security and education, or collective rights, such as the rights to development and self-determination, are indivisible, interrelated and interdependent. The improvement of one right facilitates advancement of the others. Likewise, the deprivation of one right adversely affects the others. Further all human rights are equal and non discriminatory. The principle applies to everyone in relation to all human rights and freedoms and it prohibits discrimination on the basis of a list of non-exhaustive categories such as sex, race, colour and so on. The principle of non-discrimination is complemented by the principle of equality, as stated in Article 1 of the Universal Declaration of Human Rights: "All human beings are born free and equal in dignity and rights." Human rights entail both rights and obligations. States assume obligations and duties under international law to respect, to protect and to fulfil human rights. The obligation to respect means that States must refrain from interfering with or curtailing the enjoyment of human rights. The obligation to protect requires States to protect individuals and

groups against human rights abuses. The obligation to fulfil means that States must take positive action to facilitate the enjoyment of basic human rights.

Early childhood education and development milestone

Vygotsky's theory emphasise the role of teacher in cognitive development and support from more knowledgeable other MKO as he knows more about child behaviour. He said there are two main forces driving cognitive development social interaction and language development. He believes social interaction is key mechanism for acquiring language and culture of a community. He introduced concept of zone of proximal development stage in which learner can do activity successfully with help of others.

Piaget theory gave importance to four stages of cognitive development. The level of development moves from one stage to other. Sensory motor stage, pre operational stage and concrete operational stage are importance for the ECCE point of view. The two processes of assimilation and accommodation in learning process are introduced by this theory.

International convention for child rights 1989

This UN convention acknowledged the importance of early childhood rights. This convention is implemented since 1990 throughout the world. Most of the countries took this document as the basis for their ECCE policies. This convention includes the rights and definition of the child. These rights are called human rights of child and it should be obligatory to every country to respect and protect these rights and formulate policies accordingly. Non-discrimination and equity is the main focus of the convention.

There are several rights like non discrimination right, protection of child, parental guidance , survival and development, registration, name, nationality and care, preservation of identity, reunion of families, kidnapping, respect for the child's view, right to privacy ,parental guidance and assistance, access to information mass media, freedom of expression and freedom of thought, protection from all form of violence , adoption, children with disabilities, health and health services, right to education, leisure play culture, child labour, children of minority, sexual exploitation, drug abused , abduction detention and punishment, juvenile justice and rehabilitation etc.

From the above mention rights the most important is right to life and survival and care and education. This two and other complimentary rights are necessary for the development of the child. So to protect these rights for healthy development of child it is responsibility of the parents and state.

Constitutional provision for early childhood

Article 39 (f) Opportunities and facilities for children to develop in a healthy manner and in conditions of freedom and dignity and that childhood and youth are protected from exploitation.

Article 42 with direct relevance to working women: "enjoins the State to secure just and humane conditions of work and maternity relief" (Children are also benefited by this statutory provision.)

Article 45 the earlier inclusion of 0–6-year-old children within this constitutional directive implied the intent to provide conditions for holistic child development, with preschool education as an important component.

Article 47 The State shall endeavour to raise the level of nutrition and the standard of living of its people to improve health.

ECCE through planning periods

Until the third five year plan ECCE was in private and the voluntary sector. But when Ganga Saran Committee 1968 highlighted the importance of early childhood education it included in the further five year plan. Fifth five year plan was a landmark in childhood education and development. The government introduced the first national policy for children in 1974. The next year largest programme in the world called ICDS (Integrated child development services) launched. Eighth plan accelerated expansion, ninth plan decentralised to panchayat raj system (PRS). Tenth plan adopted right based approach for the development

of the child. It introduced immunisation, health and education universally to all children. Later on Sarva Shiksha Abhiyan and national crèche scheme was introduced by the government.

Commissions and committees on ECCE

Secondary Education commission 1952-53

The commission suggested the joy of learning with recreational activities and Cultivation of proper habits for community living. Further commission recommended developing proper habit of life and healthy mode of living.

Smt. Tarabai Child care committee 1963-64

1. Taking very great care of the physical development of the child in the very early years in terms of health, nutrition, posture and capacities for activities.
2. Developing habits of cleanliness in the preschool child at home as well as in the school.
3. Providing adequate nourishment in kind and quantity for growth of vigorous healthy bodies.
4. Providing facilities for training and exercise in personal cleanliness and hygienic habits.
5. Providing play ground activities and hand work activities necessary to develop all the skills of the child to deal with the environment.
6. Providing opportunities for the emotional development of the child.
7. Providing opportunities for developing, good behaviour patterns.
8. Providing suitable environment for the development of the senses on which depend the total mental life and the psychological health of the child.

Indian Education Commission 1964-66

1. To develop in the child good health habits and to build up basic skills, necessary for personal adjustment such as dressing toilet habits, eating, washing, cleaning etc.;
2. To develop desirable social attitudes and manners and to encourage healthy group participation, making the child sensitive to the rights and privileges of others;
3. To develop emotional maturity by guiding the child to express, understand, accept and control his feelings and emotions;
4. To encourage aesthetic appreciation;
5. To stimulate the beginning of intellectual curiosity concerning the environment and to help him understand the world in which he lives; and to foster new interests through opportunities to explore investigate and experiments;
6. To encourage independence and creativity by providing the child with sufficient opportunities for self expression.

Discussion

Analysis of ECCE and human rights of the child

As constitution and United Nation stressed on the right of child throughout the world several countries like India adopted this documents goals and accordingly made laws and statues to enforce it. Right to survival is very important right of every child but child mortality rate (CMR) in India is very high as compared to other western countries. CMR in India was around 40 per 1000 of child birth. It also has variability across India some states have as high as 100 CMR.

Right of Nutrition is very important for healthy development of child. Because of lack sufficient food children faces problems of stunting and wasting. Hundreds of children dies due to nutrition .Besides nutrition there is also problem of lack of micro nutrient. Many times the child does not get the mineral and vitamins which are necessary for the growth and developments.

Right to Preschool Education is essential for preparation to child for formal education. There are hundreds of Anganwadi in India. These Anganwadi imparts preschool education. But these Anganwadi do not have proper trained personnel. Beside it also lacks basic amenities.

Child labour is another problem in our country. Children have to support to their parents from childhood because of the poverty.

Sexual abused is rampant in India. Children do not resist it and understand so they fall prey to sexual abuse, 80% of the sexual abused crime committed by family relatives as shown by NCRB data.

Conclusion

Violation of human rights of child is biggest problem in India. Children are the citizen of tomorrow, they will lead the country in future. So if their rights are violated by society what they will give back to society. They will commit crime and it's bad for society. To protect the rights of child there is need for all stakeholders to come together and take necessary measure. The government have made various laws but their implementation is not proper. So to impart the early childhood education the protection of rights of child is necessary.

REFERENCES

Moreno R.,(2010),Educational Psychology, John wilfy and sons, New York.