

A Review on Pedagogical Approaches in ECCD for Effective Learning Outcome

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Abstract

The Learning is a life-long process starts from birth to death. The initial year is too much crucial for the development of brain that period from birth to 8 years is called early childhood. The aims of education is holistic development of the child in terms of cognitive, conative and psychomotor aspect. Now the education at pre-primary level must be planned with correct pedagogical approach for the benefits of individual in future. This paper focus on pedagogical approach in ECCD (Early Child Care and Development) for the better and impactful learning outcome at the beginning years of life so the cost of remedial programs reduced in coming future. Learning objective decide the learning experience provide by the teacher to the student for powerful learning outcomes. To enhance the learning outcome, teacher must use certain innovative pedagogical approach for ECCD in an organized way.

Keywords: *Early Child Care and Development(ECCD), Pedagogy, Approaches, Learning outcome*

Introduction

The learning process for a child starts immediately from birth. The

research shows that over 85% of a child's cumulative brain development occurs prior to the age of 6, indicating the time

of remarkable growth at its peak. To promote the healthy brain development in the early years of child, need proper care and stimulation. If the child is deprived of optimal care and stimulation at the early years of child, adverse effects on cognitive and emotional processing seen in the future due to deficiencies in the development of the brain. During early stage, children are highly influenced by the environment and the people that surround them and considered extremely critical for ensuring proper brain development and, consequently, desired learning curves over a person's lifetime.

Early childhood care and development is more important than preparation for primary school. It aims at the holistic development of a child's social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and wellbeing. ECCD has the possibility to nurture caring, capable and responsible future citizens.

ECCE, on the other hands, promote human resource development, gender equality and social cohesion, and to reduce the costs for later remedial programmes. For disadvantaged children, ECCD plays an important role in compensating for the disadvantages in the family and combating educational inequalities.

UNESCO's approach is reinforced in the education 2030 agenda and in particular in target 4.2 of sustainable development goal 4 which aims to 'by 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.'

Importance of ECCD

1. ECCD is an opportunity to avoid or reduce developmental problems, thereby bringing lasting benefits to individuals and society
2. Early years are crucial in the formation of intelligence, personality and social behaviour.

3. Children are born with physical, social and psychological capacities, which allow them to communicate, learn and develop. If these capacities are not recognized and supported, they will never be developed.
4. Proper care at early age can do much to create an enabling environment that ensures protection and support for more broad-based issues such as children's health, nutrition, psycho-social and cognitive development.
5. ECCD stress the importance of child-friendly, family-focused and community-based programs that not only serve to strengthen ongoing social service programs, but improve the physical and mental capacity of children.
6. Investments in early childhood development can further help to modify inequalities rooted in poverty as well as social, religious or gender discrimination.

The above points are achieved with the effective curriculum and innovative approaches in pedagogy for better learning outcome at early years for child that leads to happy and healthy life of an individual. The draft of National Education policy-2019 put early childhood care and development in the foundation course and notes "all aspects of early childhood education will come under the purview of the ministry of human resource development (MHRD), in order to ensure continuity of curriculum and pedagogy from pre-primary school to primary school, and to ensure due attention nationwide to the foundational aspects of education,"

Pedagogical approach

Children are active and curious learner, a huge responsibility on teacher, parents and surroundings to facilitate learning along with their safety is really a most challenging task. Teacher educator must be clear with objective of holistic development of child so that he/she can plan learning experience to get effective

and desired learning outcome. Learning experience is most crucial part of child development but another issue is the use of innovative pedagogies to deal with the coming problem. The learning experiences should tap the natural curiosity and excitement of children. This includes not only supporting emerging skills in reading, writing and mathematics, but also in the skills of critical thinking, collaboration, communication, creativity, technology literacy, and social-emotional development known as 21st Century skills. These skills have significant impact on the learning and development of young children. ECCE experts and child pedagogy specialists note that one major improvement to the policy could be to recognize the importance of non-formal and informal learning approaches at least as an equal foil for formal learning situations. Because, once they get the freedom to learn through a process of games, discovery and by extension dramatic inquiry, children will see different ways of

achieving goals, maybe different but similar approaches. Then they will start seeing the pieces and then link them up to form a whole, thus making their learning memorable and sustainable.

The pedagogies used must be child centred and future oriented. There are some innovative practices used early child care and development are

1. **Play Based approach:** Children learn best through play. Children should engage in play activities which are neither too difficult nor too easy for their developmental level. In a play-based approach teacher provide conducive environment and appropriate material that stimulate the brain of child or encourage the child to self-select or identified the activities as per their interest so that learner learn at their own pace and enjoy learning. Learning while playing is most effective at the early stage. The role of teachers is that of a facilitator and need to

observe and identify learning opportunities and make play materials available accordingly that make learning beneficial. Teacher must be skillful and competent to provide learning experience. If unfortunately teacher is unskilled and ineffective, it may lead to loss of learning opportunities and learning by doing. Play stimulates curiosity and exploration and leads to mastery of body controls, encourages creativity and social skills, and develops emotional balance and language skills.

2. Theme Based Approach:

Children attract more towards different themes. These helps them to be active to acquire knowledge, skills quickly. Here, Teacher role is to take a particular theme activities on which children acquire skills that make learning more enjoyable and efficient in the future. Similarly, teacher has to plan the content and their

pedagogies, each content need monthsto cover which further divided into subtheme that covers a small period, a week so that information is imparted in to small units in an organized way that make sense to the children.

For example, if the chosen theme is plants, it could be spread over a duration of 1 month with various sub-themes such as parts of plants, types of plants, uses of plants, taking care of plants, etc., each covered in detail over a one-week period. Theme teaching is generally carried out according to a detailed predesigned lesson plan. Such an approach is largely teacher-directed with very limited scope to allow for child-initiated learning.

3. Activity based Approach: The principle of 'learning by doing' is much suited at early childhood. Child learn by participating in different activities which provides opportunities for exploration and

experimentation with different teaching learning material. Hands-on activities leave a remarkable mark in the brain of child that make learning more interesting, give better learning outcome that is expected from the child. The experience gained through the activities is useful in the future and that is much needed to omit the rote learning at the pre-primary level. The sensory experience and action make the learning more impactful. This leads to an exciting journey of discovery and enhanced understanding. A preschool teacher implements various types of activities such as outdoor and indoor play, storytelling, art and music activities, organized in a preschool class to obtain learning goals.

4. **Projects /Inquiry based**

Approach: A Project is inquiry based, investigation or in-depth study of a topic or theme, usually done by small groups within a

class, an entire class or sometimes by individual children. The teacher assign any project to the students by interacting with them and identify student's interest. It is a child centered approach that allows students to talk, investigate the activities. Children decide what they want to know more about and investigate further and teachers encourage children's engagement in activities, to go into the depth to find the answers to their questions, and in turn ask new questions help them to make their learning visible through modeling or building, collage or drawing, dramatic play or music; any means at all. A project may not constitute the whole day's schedule. Teachers may allocate half a day for the project and plan activities for the remaining half.

5. **Integrating Approaches:** The above-mentioned approaches are not mutually exclusive as no single approach is best with no demerit. It

is good to use an integrated approach. The pre-schools are free to choose one or a combination of suggested approaches in their own context. The resulting approach would lead to a balanced preschool programme. In such an approach, methodologies of different approaches are integrated to respond to the needs of the children. The days schedule is divided between teacher initiated planned activities and child-initiated free play leading to self-paced learning.

Principles of innovative pedagogies for Early child care and development

1. **Child-centredness (child as a competent, active learner):** Learning involves culturally-relevant, negotiated, respectful interactions between children and teachers / practitioners / caregivers
2. **Holistic development:** Learning incorporates a focus on linkages

- between socio-emotional; physical; cognitive; linguistic; spiritual development;
3. **Equity:** Quality learning opportunities are available to all children without discrimination, especially those from marginalized groups;
 4. **Inclusiveness:** Learning responds to the diversity of needs among all learners;
 5. **Sustainability:** (i) The innovation presented is coherent with other activities of the programme and has potential for continued utilisation, and (ii) builds children's skills to affect social change for now and in the future;
 6. **Cultural reflection/relevance:** Learning is rooted in the learners' socio-cultural context and reflects traditional/indigenous knowledge that supports children's development and learning.

Conclusion: In this paper, the author discuss certain pedagogical approach and principles of ECCD used for the development of the child's brain in formal and non- formal setting. During this period, child brain is actively retain all the things;curiosity of the child increases and grasp all the information faster. The growth and development of the child is at the peak. At that development level, teacher must make efforts to learn students as effectively as possible. The role of teacher is to mould their students positively towards a better well-being. He must select the best method and pedagogies to familiarize the children with 21st century skills.

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