



Parental Involvement in Childhood Care and Foundations of Learning

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ABSTRACT

Early education of a kid originates in its own home, amongst the family fellows, wherever the parents play an indispensable role in mounting interest, growth, and development of various types of offspring in their learning process. It is well said that mother is our foremost teacher in the initial learning phase. It becomes the utmost remarkable fragment of lifespan for both mother as well as child. This article objects at the importance of parental envelopment in ECCE (Early Childhood Care and Education) in the early years of children's learning. This will act as an icebreaker to parents as well as to the society in helping to modify or re-adjust their mode of parental involvement towards achieving a better future for children and self. Even though NEP-2020 grabbed the severe necessity of parental involvement and challenged the earlier setback. For the Very first time, ECCE is well-thought-out and provisioned from age three years onwards. Abundant structures have to be arriving prospectively for pre-school education comprising standalone Anganwadi epicentres and Balvatikas. New approaches of this policy for ECCE, provisions, infrastructure, governance, execution as well as training of teachers etc. are highlighted by this paper. In fact constructivist active learning emphasised the importance of the early years of childhood and a lot of researches support it. Therefore researcher took interest for the systematic analysis of strategic management approach of the parental involvement to prepare their children for the prospective pre-school module of our present government named 'Vidya Pravesh' in order to achieve future India vision of 2030.

Keywords: Parental Involvement, Childhood Education, NEP-2020, ECCE Provisions.

Introduction

The very first 6 years of a kid's lifespan have been acknowledged as the utmost perilous ones for the optimal development. Since the human development process is essentially accumulative in nature, investments for the programmes of the beginning kids in the age level of 0-6 years now bring into acceptance as the very base for elementary education and long-lasting learning and development. Over the many years, the field of child minding, inspired by studies and front line experiences, has established into a rational dream for early childhood care and education. It is now recognized that the systematic provision of the early childhood care and education (ECCE) helps the development of children in a variety of ways. These include; Improving group socialization, Inculcation of healthy habits, stimulation of creative learning processes, and enhanced scope for overall personality development. **Feuerstein (2000)** done a research that has focused on the need for integrated interventions addressing child existence, growth and development has noted the impact of health and nutrition status, early stimulus on the brain development, significance of the early patterns of socialization as well as the eminence of the kid's immediate environment. The above factors censoriously influence the kid's cognitive, emotional, social and physical development in the later life. Intellect development configurations suggest that education opportunities in atmosphere have a melodramatic and explicit effect, not simply influencing the overall direction of the development, but also heart-warming how brain functions. Talking 'quality' facets of ECCE still not yet established the mandatory attention, although the focus endures to remain mostly on 'achieving quantifiable goal numbers'. The balance between quantity and quality is more perilous than ever. Indeed, the competing challenges of quantitative outreach vis-a-vis quality dimensions are not easy to overcome but there is urgent and imperative need to appreciate that a balanced approach is crucial.

Thus, the ECCE must be encouraged as the holistic input for the fostering nutritional, health and psychosocial as well as educational development of young kids. For the children belonging to the disadvantaged groups and for the first generation pupils in the society, ECCE is much essential for refuting intellectual, emotional and physical deprivation of kid. From the perspective of the community, ECCE is a support for the universalization of elementary education, and also indirectly influences enrolment and retention of girls in primary schools by providing substitute care facilities for younger siblings. ECCE is also envisioned in support service for the working women. **Crozier (2001)** stressed preschool learning component of ECCE has established a positive influence on retention rates and on the attainment levels in elementary grades. Though, it is imperative to note that attendance in preschools may not assure better educational accomplishment. 'Quality' aspects, such as a congenial environment, motivating activities and inspiring, caregiving educators, are imperative to ensure all-round development in children. There is an adequate indication to specify that early childhood characterises the best chance for transgression the intergenerational progression of the multiple disadvantages chronic under nutrition, poor health, gender discrimination and low socioeconomic status. Community and Family based holistic involvements in early babyhood to encourage and guard good health, nourishment; intellectual and psychosocial developments have multiplicative profits through the whole lifespan.

Major ECCE Initiatives taken in India

In this regard, a lot of efforts has been put forward by various policies and commissions among them, National Policy on Education (1986), recognizing the crucial importance of early childhood education, suggested solidification ECCE programmes not only as an essential constituent of the human development but also as a backing to universalization of the elementary education. Integrated Child Development Services (ICDS), the biggest government fared program at current in the nation, is an intersect oral program which seeks directly to reach out to the children from susceptible and distant areas and give a head start by giving a unified program of nutrition, health, and the early childhood education. As per census 2011 census, the children in the 0-6 year's age group comprise about 158 million population of India. The Kids are the future human resources of any nation. Ministry of Women and Child Development is executing many schemes for protection, development and welfare of children. The earlier researches established that when the kids went through the quality oriented early childhood education program, they were more probable to have advanced learning levels, particularly in the early grades. Evidence globally shows, when children enter primary school directly without quality pre-primary education, it increases the likelihood of drop out and not learning to their potential which NEP 2020 endorses.

(i) National Policy on Education (1986)

In India, National Policy of Education appeared in (1986), identifying the critical position of the early childhood education, acclaimed strengthening ECCE suites not one of the most essential constituent of children's development but also as a support to universalization of elementary education and a programme of women's development.

(ii) Integrated Child Development Services (ICDS)

In 1975, this scheme emerged as flagship programmes of India and characterizes one of the world's unique and largest programmes for the early childhood care education and development. It is the primary emblem of the country's commitment to its nursing mothers, and children, as a retort to challenge of the providing preschool non formal education on one hand and breaking the nasty cycle of malnourishment, ill health, reduced learning capability and mortality. The chief beneficiaries under this scheme are the children in 0-6 year's age, lactating mothers and pregnant women.

(iii) Creches and Day Care Centres Scheme

It was started by the Indian Government in 1975 to offer day care services for the children below the five years age. It caters largely to the children of the casual, migrant, construction and the agricultural labourers. The programme in this scheme is mainly custodial in fauna. Underneath this scheme, the Central assistance is provided to the volunteer organisations for the running of preschool education centres that cater to the 3-5 years age kids in the view to uncovering them from low SES families.

(iv) National Early Childhood Care and Education (ECCE) Policy

In 2013, India accepted the National Early Childhood Care and Education (ECCE) Policy in acknowledgement of the significance of capitalizing in early childhood didactic development including early childhood education (ECE) and it's bearing on the lifelong learning and development and for breaking the intergenerational cycle of inequity and disadvantage. The National ECCE Curriculum Framework and Quality Standards escort the Policy. Studies have shown the high level of enrolment nearly 8 out of 10 children aged 3-6year olds are enrolled in some ECCE program, there are wide disparities across states (Karnataka state with the highest participation of percentage 86.6 per cent and Uttar Pradesh state with the lowest participation at 43.7 per cent).

(v) National Education Policy 2020

In July 2020, the National Education Policy launched, where schooling begins with the inclusion of ECCE from age 3. The plan states that the Universal provisioning of the quality early childhood care, education and development need be reached as early as possible, and no later than 2030, to ensure that all the students enrolling to Grade 1 are school ready. These three years of ECCE and early grades i.e Classes 1 and 2; are proposed as the gamut of learning and denoted as foundational stage of the school. The NEP 2020 commends four models for the enactment of quality ECCE, these are; pre-standalone pre-schools, primary sections in schools, anganwadi centres located within school premises and anganwadi centres in communities. The UNICEF will support the execution of the endorsements under the NEP 2020 to upkeep kids' access to the quality wise foundational learning from the pre-primary which comprises the review and expansion of the early childhood education curriculum as well as school readiness program in partnership along with NCERT, civil society & private zone. **Jaiswal (2017)**

1. Parental Involvement Standpoints

The 3Es of Facilitating Parental Engagement: Explain, Engage, Evolve **Coleman (1997)**

After the reviews of several researches, a few major aspects of parental involvement can be summarised in brief as follows.

- (A) **Parenting:-** it includes all of the activities that parents engage in to raise happy, healthy children who become capable students.
- (B) **Scaffolding:-** it includes helping kids through knowledge, experiences of parents during learning activities and conclusion making. Parents helping their children with homework to encourage learning at home.

- (C) **Communicating**:-Families and schools communicate with each other in multiple ways. Parents give teachers information about their child's health and educational history to assist families as needed, regular schedule of useful notices, memos, phone calls, newsletters, and other communications.
- (D) **Volunteering**:- This applies to recruiting and organising help and support from parents for school programmes and students' activities. The related activities yield a school leaning family as well as inspire parents to interact to the curriculum of school.

2. Foundations of learning and Parental Participation

Having conversations with parents on the importance of ECE and the impact that cognitive and emotional learning in early years has on the long-term development of the child **Epstein (2001)** stressed that the first step is to get parents on board to be co-educators in the early years of their child's learning journey. ECE can be achieved in India by the parent's facilitation in the following areas.

a) Make sure the parents belief in the significance of ECE

Make certain that family is in healthy position and has access to the essential wants such as fresh water, ration, as well as a good source of income are essentials in the perturbing times. To ensure health of family, and hence in turn, of the pupil, producing awareness on vaccines as well as how to access it is also valuable for the communities.

b) Clear Understanding of parents roles and responsibilities

It is also imperative to help them realise their role during the early years of their kid's education and establish sturdy support contrivances to enable them to achieve goals of ECE.

c) Facilitating parental involvement in school learning

It is needed to facilitate the involvement of the parents as the collaborative educators, their engagement in academic learning has to be facilitated. Parents may be taught conceptions and skills on those kids are expected to graft on like elementary reading, writing, and arithmetic.

d) Facilitating parental involvement in online learning

In less resource schools in the country, the parents as well as students sometimes fall behind while fluctuating to the modes of virtual learning. It was exclusively seen with respect to the access to devices, equipment, software's and being at ease with using such devices. Approaches that might work in training to the students and parents how to use such digital implements like google meet and zoom app etc.

e) Facilitating parents beyond academic envelopment

Parents should be made aware to the environmental and educational changes take place. The emotional, psychological and social needs of the children should be well assumed in advance. Make sure that families and parents are fervently and physically innocuous is indispensable for the psychosocial and emotional development of children.

Conclusion

Learning, development and improvement are continuous via environment, and particularly in young kids. Development of beginner kids takes place in diverse environments such as at their home where kids are encircled by the parents, grandparents as well as additional family members. The formal, responsive environment of the society and first loft ladder of education i.e. ECCE centres or playschool are also imperative learning auditoria for them. Whatsoever might be their settings, the parents play a vital role during the early years of the kids' lives. A coordinated worth partnership between parents and the school as well as good communication amid both during the ECCE in early years of childhood is very much important. There is a great need to create a mutual trust and the respect between home, school, and the community. The partnership programmes inside the school may train volunteers on the specific ways as well as appropriate strategies to support in the learning in school. The schools need to try to involve ample parents and the community members in education of the students via effective partnership platforms in a skirmish to express the significance of involvement of them in school education. Finally, schools might implement involvement events that concentrate on connecting all parents. The administrators, principals and educators must provide congenial, welcoming and engaging atmosphere to mark the school much less intimidating as well as more comfortable for the parents who might having negative experiences in schools. Interactions amid school and the home should to be more constructive, wanting teachers to interact with families all through the year. It might be beneficial for the administrators, principals and educators to effort to involve all the parents in learning process of their offspring as well as to make the learning experience more enlightened for everybody involved.

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