

# Early Childhood Care and Education in Relation with National Education Policy 2020

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**Abstract:** Early Childhood Care Education (ECCE) provided to the child of 3 to 8 years old. ECCE should be flexible, multilevel, multidimensional, play based, activity based, inquiry based learning comprising of alphabets, languages, number based including indoor and outdoor play, certain puzzles to activate brain, activities for logical thinking, problem solving with drama, music. ECCE is a part of Foundational Education of the National Education policy – 2020. NCERT develops the curriculum for ECCE. The aims of the ECCE in NEP-20 are as to attain optimal outcomes in the physical, motor, cognitive, socio-emotional-ethical development of child. Executional delivery of ECCE done by ECEIs- that is Early Childhood Educational Institutions. It deals with standalone Anganwadis, Balvatika, Pre-primary schools and standalone pre-schools. Anganwadis are the universal access for the better good achievement in ECCE. Balvatika also considered as preparatory class in ECCE. It is concept for children before class one. CPD is Continuous Professional Development is to establish to develop skillful, trained teachers for ECCE. WCD-Comen and Child Development along with HFW – Health and Family Welfare. Forms a joint task force under guidance of Ministry of Human Resource Development. IT ensures due attention to the foundational aspects of education in NEP-2020.

**Keywords:** NEP-2020, CPD, WCD, Fundamental education, Anganwadi, Preprimary education, Anganvatikam NCERT, child development, ECCE, ECEIs, children development.

## I. DISCUSSION

### 1.1 National Education Policy – 2020 of India

India reform the national education in 2020 and develop NEP-2020 that National Education Policy - 2020. It is for - Quality education, Economic growth, Social justice, Social equality, scientific advancement, National integration, Cultural preservation and Universal access to quality education. It is for the best way march forward for our country's rich talents and resources. It is good for the individual, the society and the country. Goal 4 (SDG4) of the 2030 Agenda for the Sustainable Development is the Global education development agenda. It is adopted by India in 2015. Goal 4 (SDG4) seeks to "ensure inclusive and equitable quality education and to promote lifelong learning. Opportunities for all" by 2030. To cope with Goal 4 (SDG4), India implemented National Education Policy - 2020.

### 1.2 Fundamental principles of NEP-2020

1. Recognizing, identifying and the unique capabilities of each student.
2. Highest priority to get fundamental Foundational Literacy. highest foundational Numeracy,
3. Flexibility for learners to choose own paths as it interests
4. No hard separations in curriculum (Arts/science), activities of curriculum and extracurricular, streams of vocational and academic studies.
5. Multidisciplinary and holistic education to ensure the unity and integrity of all knowledge,
6. Focus on conceptual understanding
7. Focus on creativity and critical thinking
8. Promoting multilingualism
9. Focus on value education - Ethics, human value and constitutional values.
10. Focus on life skills

11. Focus on formative assessment for learning.
12. Focus on maximum use of technology in education.
13. Focus on quality of teachers and faculties.
14. Encouraging innovation and out of box ideas.
15. Encouraging outstanding research.
16. Focus on regular assessment for educational progress.
17. Synergy in curriculum in early childhood care education to School education to higher education.

### 1.3 Curricular Structure of NEP-2020

- Part-I – School Education
- Part II – Higher Education
- Part III – Professional Education (Other key areas of Focus)
- Part IV – Making it Happen

#### A. Part-I – School Education

4 Years		Class -9 to 12 Age – 14 to 18	Secondary
3 Years		Class – 6 to 8 Age – 11 TO 14	Middle
3 years		Class – 3 to 5 Age – 8 to 11	Preparatory
5 Years	2 Years	Class – 1 to 2 Age – 6 to 8	Foundational
	3 Years	Class- Preschool Class – Anganwadi/Balwadi Age- 3 to 6	

#### B. Part II – Higher Education

- A – Institutional Restructuring and consolidation.
- B- Holistic Education & Multidisciplinary Education.
- C- Optimal Learning and support for students.
- D- Internalization.
- E- student Progression.
- F- Faculty Progression.
- G- Value education in Higher Education.
- H- Vocational Education.
- National Research foundation for Academic Research.
- J- progression in Regulatory System of Higher Education.
- K- Combat and stop the commercialization of higher education.
- L – Effective Governance for HEI, Effective leadership for HEIs.

#### C. Part III – Other key Area to Focus

- A-Professional Education as Agricultural, Legal, Health Care, Technical education.
- B- Lifelong learning opportunities with Adult education.
- C- Promotion of Indian Languages.
- D- Promotion of Indian art.
- E- Promotion of Indian culture.

- F- Promotion of Use of Technology and Integration.
- G- Promotion of online Education.
- H- Promotion of Digital Education.
- I- Creation of Dedicated Unit for world class digital Infrastructure.
- J- Creation of Dedicated Unit for world class Educational Digital Content and Capacity.

#### **Part IV – Making it Happen**

1. Strengthening the Central Advisory Board of Education. (CABE)
2. MHRD to re-designate as the MoE. (MHRD- Ministry of Human Resource Development) (MOE-ministry of education)
3. Financing – Raising Educational Investment; Affordable and Quality Education for all.
4. Focus on Implementation of NEP- 2020 led by MHRP, CABE, Union Government, State Governments, Boards, the governance bodies of schools and HEIs, Schools, HEIS.

### **II. EARLY CHILDHOOD CARE AND EDUCATION- THE FOUNDATIONAL OF LEARNING**

#### **2.1 ECC- Early Childhood Care**

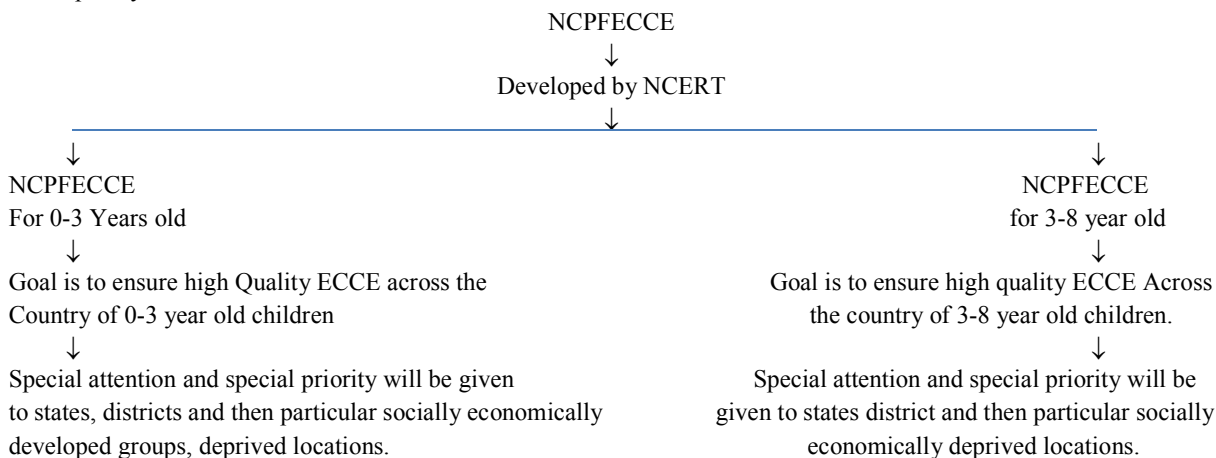
Early Childhood Care Include the child of 3 to 8 years old. It has foundational role in development of child. Early childhood may divide as – age 3 to 6 year group child and age 6 - 8 year group child. It is fact that over 85% of a child's cumulative brain development takes place upto the age of 6 year. It indicates the importance of early childhood care. It shows the focus on ECC for stimulation of the brain in the early age of child. It ensure healthy brain development and growth of child.

#### **2.2 ECCE- Early Childhood Care Education**

Education helps in stimulation of the brain in the early age of child. Education ensures the healthy brain development and growth of child .ECCE provided to the child of 3 to 8 years old. Education plays fundamental role in development of child at 3 to 8 years old. Education to Early child ideally should be flexible multi-level, multi-dimensional, play based, activity based, inquiry based learning, comprising of alphabets, languages, number based, i.e. Including indoor and outdoor play, certain puzzles to activate brain, activities for logical thinking, problem solving, with drama, music. Early childhood care and Education-an urgent and necessary prerequisite to learning in National Education Policy -2020

#### **2.3 Foundational Education**

Early childhood care and education is part of foundational education of the National Education Policy -2020. It is related to age group 3 to 6 year, as earlier discussed. NCFECCE-A National Curricular and Pedagogical Framework is developed by NCERT.



#### 2.4 Aim of ECCE

- To attain optimal outcomes in the physical development of child.
- To attain optimal outcomes in the motor development of child.
- To attain optimal outcomes in the cognitive development of child.
- To attain optimal outcomes in the socio-emotional-ethical development of child.
- To attain optimal outcomes in the cultural/ artistic development of child.
- To attain optimal outcomes in the development of communication in child.
- To attain optimal outcomes in the development of early language literacy and numeracy in child.

#### 2.5 Execution delivery of ECCE

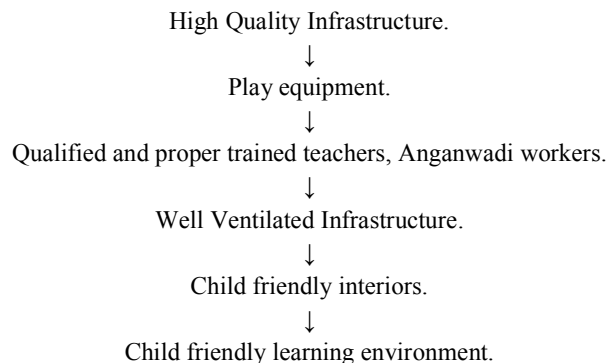
Early childhood care Education can be delivered through ECEIs, -Early Childhood Education Institutions, ECEIs

- ↓
- 1) 'Stand alone Anganwadis' (ECEI)/Balvatika it is not associated to any Primary or preprimary schools.
- ↓
- 2) Anganwadis (ECEI) It is co-located with primary schools
- ↓
- 3) Pre Primary Schools / Sections (ECEI) It is for children of age 5-6 years co located with existing primary schools
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- 4) Stand Alone preschools (ECEI) It is with specially trained teachers in the curriculum of ECCE

#### 2.6 Anganwadis (ECEIs)

For the better goal achievement of ECCE Anganwadis are the universal access. it may be standalone Anganwadi or annexed with preprimary- primary schools there should be proper connection with Anganwadi and preschool primary schools, so the children could familiar with next step of his/ her educational institute. Anganwadi children should take activity-filled tours and meet the teachers and students of local preprimary schools and primary schools. In ECCE, it is recommended that Anganwadi shall be integrated, joined into schools. It is also recommended that Anganwadi children, parents and teachers will be entertained to higher ECEIs, like preprimary schools, primary schools. Anganwadi children, parents and teachers should attend and participate in preprimary schools and primary schools local areas. Mid-day meals to provide.

#### A. Requirements for Anganwadi



#### 2.6 Balvatika-Preparatory Class

It is concept in BCCE for childrens before class one. It is for children to the age of 5 years. The balvatika is treated as the preparatory class in ECCE the purpose of Balvatika is to develop cognitive abilities of children, affective abilities of children and psychomotor abilities of children along with early literacy and numeracy of children. Mid-day meals to

provide along with health check-ups. Balvatika should be treated as growth monitoring Center for children. The growth monitoring in terms of physical growth monitoring and mental growth monitoring Center for children.

### **2.7 CPD WCD and HFW**

Integrated aspect in ECCE CPD is Continuous Professional Development. It is to develop skillful trained teachers for ECCE NCERT develop curriculum for CPD. It can be carried out by digital/distance mode by using DTH channels, smartphones. The teachers, Anganwadi workers can acquire ECCE qualifications with minimum break, disturbance in their current daily duties. The teachers/Anganwadi workers should have minimum lots qualification. They would be provide six months certificate programme in ECCE.

Teachers/Anganwadi workers having 10+2 qualification can be provided one year diploma programme in ECCE. Government, especially state government should develop necessary facilities for continuous Professional Development (CPD). Monitoring and mentoring of CPD is also necessary. It can be carried out by the Cluster Resource Centers of the school Education Development. It can be done by holding at least 30 days contact class for continuous assessment. Along with such efforts, cadres of professionally qualified educators for Early Childhood care and Education should develop in CPD programme.

Woman and Child Development (WCD) along with HFW that is Health and Family welfare forming a joint task force under MHRD- Ministry of Human Resource Development. These all peer bodies will be given responsibilities for ECCE curriculum development. It is to ensure its continuity from pre-primary school through primary school. It also ensure due attention to the foundational aspects of education.

### **III. CONCLUSION**

Early Childhood Care Education (ECCE) provided to the child of 3 to 8 years old. ECCE should be flexible, multilevel, multidimensional, play based, activity based, inquiry based learning comprising of alphabets, languages, number based including indoor and outdoor play, certain puzzles to activate brain, activities for logical thinking, problem solving with drama, music.

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