



Reflect Of National Education Policy 2020 On Early Childhood Care And Education And Compare With National Policy On Education 1986

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Abstract: recently government of India has released a national education policy 2020, Ministry of human resource development was renamed to Ministry of education. New education policy is essential for changing society and its educational system. Different country produced different education policy according to their aspect of education; considering their tradition, culture, need of changing society, changing perspective of people. We have neglected pre-primary education i.e. Early childhood care and education for a long time. 0 to 6 are without any doubt the most formative period of a child's life. A number of initiative have been taken by the government of India before released national education policy 2020 for bringing quality in the form of many programme like Integrated Child Development Service (ICDS 1975), District Primary Education Programme (DPEP 1994), Sarvashikshaabhijan (SSA 2001). Presently many initiatives have been taken through NEP 2020 to promote quality ECCE to crores of young children, particularly from socio economically disadvantage background. Strong investment need to promote access, enabling them to participate and flourish in the educational system throughout their lives. This paper highlights on Early Childhood Care and Education regarding NEP2020 and compare it with NPE1986.

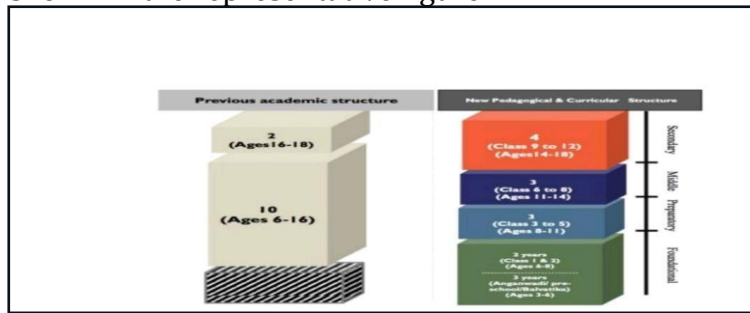
Keywords:Early Childhood Care and Education, Integrated Child Development Service, Anganwadis, primary school.

Introduction:Education is most powerful weapon which you can use to change the world

-Nelson Mandela

Pre-school Education is very important because early childhood is a period for significant brain development that set foundation for letter learning. At this time the early experiences influence their brain development and establish neural connection that provides basis for language, Reasoning, problem solving, social skill, behavior and emotional health. The NEP identify that over 85% of child's brain develops by the age of 6 and emphasis on providing appropriate care and stimulation of the brain in a child's early years for healthy brain development and growth.

The policy has changed the old structure (10+2) to a new structure (5+3+3+4) covering ages of 3-18 year. It will have 12 years of schooling with 3 years of curriculum framework for Anganwadis or preschool level as shown in the representative figure



Currently children in the age group 3-6 are not included in the 10+2 structure as class one begins at age 6 but new 5+3+3+4 structure has a strong base for early childhood care and education from age 3 which is aimed to promote overall and holistic development and wellbeing

Objectives of the study :

1. To find out the recommendation regarding ECCE-1986
2. To find out the recommendation regarding ECCE-2020
3. To make a comparison between NPE 1986 and NEP 2020

Methodology :The qualitative study has been taken on to accelerate the comparative analysis between NPE 1986 and NEP 2020 in respect of ECCE.

Source of data :The primary data collected from the draft of NPE 1986 and NEP 2020 and secondary data collected from articles, websites.

Finding :On the basis of the objectives the findings of the study is discussed below-
Recommendations regarding ECCE in NPE 2020

- **Curricular and pedagogical framework for ECCE:**National curricular and pedagogical framework for children up to the age of 8 will be developed by NCERT in two parts one is for 3 years (ages 0-3 years) named Anganwadi/preschool /Balvakti) Second is for 2 year (ages 6-8 year) named class 1 and 2. This framework will serve as a guide both parents and children.
- **Universal access to high quality ECCE:**To achieve the goal of universal access special attention and priority will be given to socio economically backward District and location. ECCE should be delivered through greatly expanded system of early childhood education which are 1. Standalone Anganwadi 2 Anganwadi co-located with primary school 3.pre-primary Special focus on Anganwadi centres which will be strengthened with high quality infrastructure, along with well vent environment. To make transition smooth from Anganwadi centre to primary school Anganwadi shall be fully integrated into school complex. After 5 years every child move to a preparatory class or "balabhaktika. The learning in the preparatory class focus on developing cognitive, affective, and psychomotor ability. ilated, well designed, child friendly and well constructed building with enriched learning .Finlands early education is designed around concepts of learning through play .Every Finnish parent received state-sponsored maternity leave ,a maternity grant ,and even a wee-baby care box that doubles as a bed ,so you can enjoy those first precious months in one of best countries to raise children.

The program adopts a "Learning through play" model to promote "balanced growth. " Although guided by the National core curriculum for ECCE the local municipality handles ECCE services and has broad autonomy ,allowing resident administrators to make the calls regarding budget,class size and Educational aims. The National Early Childhood Care and education (ECCE) policy reaffirms the commitment of the Govt of India to provide integrated services for holistic development of all children along the contiuam ,from the prenatal period to six years of age. The policy lays down the

way forward for a comprehensive approach towards ensuring a sound foundation with focus on early learning for every India child. The 11th five year plan has acknowledged the importance of Early childhood care Education as the stage that lays the foundation for lifelong development and the realisation of a child's full potential and directs that "all children be provided at least one year preschool Education in the age group of 3-6 years".

organization of ECCE in Different Stages :

Early Childhood Care and Education (ECCE) will receive high priority and

be suitably integrated with the Integrated Child Development services programme, wherever possible. Day care centres will be provided as a Support service for universalisation of primary education.

For all-round development of Child nutrition, health, Social, mental, physical, moral and development, early childhood care and education will be accorded top priority and will be with Integrated Child Development Services programme, wherever possible. Day cares will be provided as a Support Service for universalization of primary education.

● **Child oriented :**

Programme of ECCE will be Child-centered, focused around play and individuality of the child. Formal methods and 3 R's will be out of place and local community will be involved in these programmes.

● **Integration of child care and pre-primary education:**

A full integration of Childcare and pre-primary education will be brought about, both as a feeder and a strengthening factor for primary education and for human resource development in general. The school health programme will be strengthened at this stage.

● **Proposed programmes :** ECCE will be directed towards the unprivileged groups; those who are still outside the mainstream of formal education.

● **CONCLUSION :**

The National policy on Children specially emphasises investment in the development of the young child, particularly Children from sections of the population in which first generation learners predominate. Recognising the holistic nature of child development, viz; nutrition, health and social, mental, physical, moral and emotional development, Early childhood care and Education (ECCE) will receive high priority and be suitably integrated with the Integrated Child Development Services programme, wherever possible. Day care centres will be provided as a support service for universalisation of primary education, to enable girls engaged in taking care of sibling to attend school and as a support service for working women belonging to poorer sections. Programmes of ECCE will be child oriented, focussed around play and the individuality of the child. Formal methods and introduction of the 3 R's will be discouraged at this stage. The local community will be fully involved in these programmes. A full integration of Child care and pre-primary education will be brought about, both as a feeder and a strengthening factor for primary education and for human resource development in general. In continuation of this stage, the School Health programme will be strengthened and should receive increased attention from the Government. Besides these, the system of monitoring and evaluation should be strengthened.

● DELIMITATION OF THE STUDY:

- (1) The study is delimited to Early Childhood Care and Education 1986 and 2020 .
- (2) The study is delimited in Three independent variable i.c Reflect , National Education policy, Early childhood care and Education.
- (3) The study is delimited in pre - primary state government schools .

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