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On the basis of NEP 2020: Quality and excellences of early childhood care and education

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Abstract

In twenty first century early childhood care and education are great impact and NEP 2020 help this, increases of quality and excellences. Foundational stage is defined according to NEP 2020 as the period from three to eight years of age. ECCE is the part of this stage. Early childhood care and education development encompasses nutrition, health, social, mental, moral, physical, emotional educational development and aesthetic needs (Age range for ECCE at the pre-primary level is three to six). According to the aims of the twenty-first century, NEP-2020 addresses a diversity of concerns relating to early childhood care and education. This paper used to be qualitative method. India's area of rural child care facilities is known as anganwadi. Children at ECCE take part in educational activities freely, joyfully, entertaining and amicably. Hence, fostering the child's overall growth.

Keywords: ECCE, NEP2020, anganwadi, holistic development

Introduction

India is where the idea of ECCE first emerged recently. 'Sarva Shiksha Abhiyan (2000) realise the importance of Early Childhood Care and Education (ECCE) and looks at the birth to 14 age as continuum'. Before the National Policy on Education (NPE) was established in 1986, it was not mentioned in any educational literature. "The state shall endeavour to provide early childhood care and education for all children until they finish the age of six years," the 2002 amendment to Article 45 of the Indian Constitution reads (Govt. of India, 2007). A child's physical, intellectual, and social development before starting primary school, often from birth until roughly age seven or eight, is the focus of a number of programmes known as quality and excellence in pre-school or early childhood care and education. It is a stage before basic education in order to provide a stronger foundation for all-around growth. By providing a supportive and stimulating environment during these formative stages of lifelong learning, Early Childhood Care and Education (ECCE) enhances children's learning and long-term development. Young children must be given the chances and exposure necessary for their holistic development. Learning is just as crucial as being healthy and eating right. Early learning should be guided by the child's priorities and interests, and it should be informal learning that is contextualised by the child's experiences. Early Childhood Care and Education must include activities that use local materials for music, play, art, and other forms of expression, as well as chances for speaking, listening, and informal interaction. Schools that offer good Children from homes with limited financial resources benefit most from ECCE. The most important thing is to give these kids' inclusion and equitable participation in ECCE and the educational system, as well as those with disabilities. Preschool sections with early childhood education and care would be added to Kendriya Vidyalaya and other elementary schools for at least one additional year nationwide, especially in underprivileged areas. "The overarching goal will be to ensure universal access to high-quality ECCE across the country in a phased manner. Special attention and priority will be given to districts and locations that are particularly socio-economically disadvantaged. ECCE will also be introduced in Ashramshalas in tribal-dominated areas and in all formats of alternative schooling in a phased manner" (NEP 2020).

Review of the related literature

Achumi. M and Joseph. S (2022) ^[13] conducted a study on an interface between NEP 2020 and Early childhood care and education.

Learning platform has been created by education for children to develop skills and other dimensions. The NEP 2020 emphasis on ECCE is a notable element. As a result of the realisation that ensuring educational achievement and attainment must begin in the very first years of schooling, early childhood care and education has risen to the top of the national policy agenda.

Shashtri. M. C. & Rajput. S. J (2022) ^[14] carried out research on A Study of Early Childhood Care Education and NEP 2020. Early Childhood Care and Education is thus one of the most beneficial investments a country can make to support the development of its human resources, lessen gender disparity, and increase social cohesion while lowering the costs of corrective initiatives. Such courses are crucial in helping disadvantaged youngsters make up for their difficulties and combat educational inequality. The later years of an individual's life as well as the country can thus be profoundly impacted by ECCE, which is education that is vital to a person's growth. The only goal of ECCE is to assist kids in living their lives.

Naresh R (2021) ^[6] conducted a study on The Role of NEP-2020 on Early Childhood Care and Education. The objectives were study to know about the Early Childhood Care and Education & the role of NEP-2020 on ECCE. Children are educated through games, songs, philosophical concepts, drawing, and painting in ECCE. Children so go through social growth, emotional development, moral development, and cultural development. One of the major Issues & Challenges is the provision of early childhood care and education. The hardworking Anganwadi staff members register kids in school. It is also challenging to set up ECCE centres in primary schools, provide teacher facilities, and create curricula that are suitable for childcare and education.

Rationale of the study

Healthy meals, the addition of qualified social workers, counsellors, and community involvement into the educational system will all be used to address the nutrition and health (including mental health) of children. All students in schools are required to receive routine health examinations, with a focus on achieving 100% immunisation rates. Health cards will be provided to track these examinations.

Statement of the problem

In this present study try to describe the importance of quality and excellences of early childhood care and education. Therefore, the researcher considered the title of the problem as: "on the basis of NEP 2020: Quality and excellences of early childhood care and education."

Objective of the study

To point out on the recognising the holistic aspect of a child's growth, including nutrition, health, social, mental, moral, and physical development, promotes play and originality in children, emotional, educational development and aesthetic needs.

Research question

What are by recognising the holistic nature of a kid's development, including nutrition, health, social, mental, moral, physical, and emotional education, play and individuality of the child can be fostered. And aesthetic needs?

Methodology

This research is qualitative approach. It is based on secondary data and government documents. The study's conclusion is supported by data from both primary and secondary sources. Government reports and publications serve as the major sources, while secondary sources include journal articles, news articles, books, and websites, among others. This study is descriptive in nature.

Discussion of the objective

By paying close attention to the nutrition, health, social, mental, moral, physical, emotional, educational development, and aesthetic needs of development of all domains, the Early Children Care and Education programme should ensure the child's "all round development" and reflect the unseparated nature of care and education. The all-round development approach is important for provision of interlinked activities coverage all domains of development (ECCE draft 2012) ^[3].

Nutrition and Health

India's rural child care facilities are known as anganwadis. The Indian government started them in 1975 as a part of the Integrated Child Development Services programme to combat child hunger and malnutrition. Hindi's translation of the word "anganwadi" is "courtyard shelter." Cheruvannur Grama Panchayat, Kozhikode district, Kerala's Nirappam Kunnu Anganwadi Center staff members and kids. Nanminda Grama Panchayat, Kozhikode district, Kerala's Karunaram Anganwadi Center the Karunaram Anganwadi Prayer begins each day, followed by a birthday party at Karunaram Anganwadi. On a special day, lunch is served at Karunaram Anganwadi Basic medical treatment is offered in a village by a typical Anganwadi institution. It is a component of the public healthcare system in India. Preschool activities, nutritional instruction and supplementation, and contraceptive counselling and supply are all examples of basic health care activities. The facilities could serve as storage facilities for contraceptives, basic medications, and 13.3 lakh (a lakh is equal to 100,000) of the 13.7 lakh sanctioned Anganwadi and mini-Anganwadi centres (AWCs/mini-AWCs) were in operation as of January 31, 2013. The last three are coordinated with public health systems, and these facilities provide referral services, vaccines, supplemental nutrition, non-formal pre-school education, nutrition and health education, immunisations, and health check-ups.

Social and emotional development

Building of self-esteem, self-control, life and self-help skills, habits, initiative, curiosity, engagement, cooperation and collaboration, compassion, social and group interaction with every member, establishes relationship with other, pro-

social behaviour, and the ability to express and accept others' feelings.

Mental or Cognitive development

creation of a range of ideas, such as pre-numerical and number conceptions and processes (knowledge and skills related to comparing, classifying, arranging, conserving space and quantity, one-to-one correspondence, and counting); spatial awareness, measuring patterns and estimations, data management, critical and sequential thinking abilities, observation, reasoning, and problem-solving abilities, as well as conceptual understanding of physical, social, and biological systems.

Physical development

The five senses are developed through visual, aural, and kinaesthetic experiences. Gross motor skills, dexterity and fine muscle coordination, eye-hand coordination, balance, physical coordination, and spatial and directional awareness.

Education

- The facility, playthings, and staff at Angandwadi centres should all be of the highest calibre.
- Children are encouraged to explore the primary schools in their communities to ensure a smooth transition from Anganwadi centres to primary schools.
- To fully integrate Anganwadi children, their parents, and teachers into school complexes and allow them to take part in academic programmes.

Aesthetic needs

Early childhood development ought to include aesthetics, or a set of principles pertaining to nature and the appreciation of beauty. By doing this, you may help young children understand how pretend play, the arts, and music are all connected to schooling. It will support the improvement of interpersonal skills and motivation. You'll encourage kids to develop their aesthetic sense through thoughtfully prepared activities, exploration, and the use of manipulatives. The development of aesthetics in early childhood education is supported by a number of theories.

According to John Dewey

Children can improve their education by their own experiences and relationships and learn best by developing their own opinions. Good experiences will influence how they perceive their environment. Students will continue to grow as they acquire new knowledge, connect it to what they already know, and build their own opinions about what is beautiful. Dewey also held that early childhood educators must give their kids the chance to engage in aesthetic experiences in order to promote their cognitive, social, cultural, and psychological growth.

According to the anthroposophical movement founded by Rudolf Steiner, children need to grow intellectually, creatively, morally, and spiritually. This viewpoint focuses on the idea that kids between the ages of 0 - 7 discover their surroundings through their senses. Students' capacity to remember material through imitation or impressions is boosted by the inclusion of music, art, and pretend play. Educators offer methods that prepare kids for a bright future and foster imagination by incorporating aesthetic development.

The zone of proximal development (ZPD), which measures the gap between a child's current ability to operate autonomously and their prospective level with assistance, is Lev Vygotsky's most famous concept. The development of a child depends on this since learning happens just above the level of independence.

Under Vygotsky's philosophy, there is a strong emphasis on learning through play. Children are thought to gain knowledge from their experiences, just like in the other perspectives. A child's growth and development are promoted by role play, creativity, and imitation. Students start to learn diverse concepts by acting out what they see in real life.

Abigail Housen discovered via her own study and investigations that aesthetic development occurs in stages. These five phases of aesthetic growth consist of:

- **Accountative:** People may observe and understand art better with the aid of their senses and experiences.
- **Constructive:** People's perceptions influence how they interpret and respond to art.
- **Classifying:** People can better understand art by knowing its origins and categorising it.
- **Interpretive:** People seek out the deeper significance in works of art.
- **Re-Creative:** long tradition of appreciating and contemplating art.

Findings

It fosters social skills, moral character, ethical behaviour, teamwork, and cooperation. Together with early language, literacy, numeracy, socio-emotional-moral development, cognitive development, physical and motor development, and cultural and aesthetic development.

Conclusion

A child's learning process is greatly influenced by their family settings. Due to the presence of combined families in the past, children learned from family members and attended school. Small families currently prevent children from continuing their studies. The school was in charge of ensuring that students learned. Many studies have shown that a child's brain develops by 85% by the time they are 6 years old. Children at ECCE participate in educational activities freely, joyfully, and amicably. So, fostering the child's overall growth. Philosophers, teachers, and education committees have all received special information regarding ECCE. There is a lot to be said about early childhood education and care in the new National Policy 2020. Through activities and songs, NEP-2020 aims to provide enjoyable, high-quality early childhood education and care. Creation of ECCE centres, including in tribal communities, with the goal of educating everyone the need for training was made known to teachers working in Anganwadi centres. Teaching duties were entrusted to MHRD. Helping the government provide high-quality education in the process. According to the objectives of the twenty-first century, NEP-2020 addresses a variety of concerns relating to early childhood care and education. The children's nutrition, health, social, mental, moral, physical, emotional educational development and aesthetic needs growth can be improved in this way.

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