



A HISTORICAL SURVEY OF STRUCTURE AND CURRICULUM OF E.C.C.ED. AND NEP 2020

Dr. Shumaila Saif Siddiqui,

Assistant Professor, M.Com, M.A. (Edu), M.Ed., PhD (Education), Post Graduate Diploma in Guidance Counselling, Certificate Course in International Teacher Education, Royal College of Arts, Science and Commerce

Abstract:

Education is crucial for the India to be a developed country. The future of India depends on scientific and technical research being done in education. Children are the foundation of the future. Child development 3 to 6 years old most often. 6-year-old child brain. The growth rate increases by almost 85%. Recognizing this, new The National Education Policy -2020 introduced 5 + 3 + 3 + 4 instead of 10 + 2. Parenting and education should be provided among children from ages 3 to 8 as part of this educational approach. ECCE is Educate children through games, songs, philosophical ideas, and drawings painting. Social development, emotional development, morality Development and cultural development occur in children. Offer Early childhood care and education is one of many problems and challenges. Dedicated Anganwadi employees enrol children in school. Enterprise Establishment of ECCE centres in primary schools and provision of teacher facilities; Designing a curriculum that is useful for childcare and parenting, Education is difficult.

Keywords: *ECCE, Goals, Teacher, Committee and Commissions, NEP 2020.*

Copyright © 2022 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC 4.0) which permits unrestricted use, distribution, and reproduction in any medium for non-commercial Use Provided the Original Author and Source Are Credited.

Objectives:

- To know about the Early Childhood Care and Education.
- To know about the role of NEP-2020 in ECCE.

Introduction:

Child care and education are essential for children development. His/ Her first six years of life are very special for childhood. Evolution occurs rapidly at this stage. Parenting and education based on the educator's philosophy. Among them, Rousseau, Pestalozzi, Maria Montessori, Gandhi, Rabindranath Tagore, Aurobindo Ghose and others. Parenting and upbringing are linked to Early Childhood education is concerned.

ECCE:

ECCE refers to Early Childhood Care and Education, where care means (health, nutrition, hygiene, sanitation, protection) and education means (early stimulating, educational, mentoring and developmental activities) Toddlers 0-8 years old. Takes place at home or in the community, provided through organized services And programs for children direct or indirect. The term used by UNESCO is a holistic view of early childhood



care, development and learning.

ECCE Goals:

Conceptually, parenting and education are dual type.

• **Development goals:**

1. Early childhood care and education help children grow up with freedom.
2. The self-disciplined to be established through Early Childhood Care and Education.
3. Early Childhood Care and Psychomotor Training-Learned according to motor skill capacity.
4. Use of new vocabulary and expressions in Early Childhood Care and Education empowers you to be active with others.
5. Boys and girls participate in the game together.

• **Educational goals:**

1. Early Childhood Care and Education aims at a holistic approach child development.
2. Skills that aid learning Early Childhood Care and Education are taught in the following ways experience gained through immediate sense perception.
3. Early childhood care and Education trains children to be independent learners own.
4. Early childhood care and Education promote contact with children. Environment, participation in social work, creative discovery solution to the problem.
5. Early Childhood Care and Education that provides an environment needed to thrive socially, mentally and physically.
6. Early Childhood Care and Education, Strengthen the foundation that children need while learning to read, write and do math by the age of eight.

Centers currently implementing ECCE.

The Center for Early Childhood Care and Education wants to promote Freedom, Happiness, Health, Cooperation, Alignment Holistic development of children various early childhood care Education centers are run by governments, NGOs and the private sectors Administration.

1. Anganwadi Center
2. Kindergarten
3. NGOs
4. ECCE Center
5. Preschool and Classes

Principles of ECCE Curriculum Development:

The Early Childhood Care and Education curriculum must be tailored for physical, social, cognitive and emotional development. The Early Childhood Care and Education curriculum should be thought-provoking, engaging and experiential.

The following points also to be considered–



- **Child Development:**

By the time the child reaches the adolescence age, variety of developments are identified. The developments that are identify are motor development, sensory development, cognitive development, language development, Emotional development and social and personal development can be achieved through the ECCE.

- **Play and active learning:**

Play and active learning are an important Methods of Early Childhood Care and Education. Through the game, songs, stories, thunder cards and numbers is taught using a variety of beads, marbles and pebbles and that's how it happened. The teaching-learning process is complete because the children have direct experience.

- **Child's need:**

Parents and teachers should set up a preschool program keeping in mind the view to Acceptance, Empathy, Equal opportunity, Freedom, Cooperation, Justice, Trust, and Identity. The children should be given freedom in the expression of their thoughts, ideas and also let them participate during learning by having a two way teaching – learning process. Promote children's perseverance through achievement by making the educational process practical. Thus developing the skills that children need to face the challenges in their life.

Committee and Commission ECCE priorities:

1. The 1944 Sergeant's Report states that national educational policy calls for kindergarten or early childhood care and education.

In 1944, the Central Educational Advisory Board produced the Sargent Analysis, a thorough account of the development of education after World War II. It is an education system that includes universal, free and compulsory primary education for all children aged 6 to 11 (Junior Basic) and 11 to 14 (Senior Basic) proposed by the Warda Program. , with senior basic or middle level. School is the final stage of schooling for most students. This research suggests that middle school students should be made accessible to course selection. After the Central Educational Advisory Committee produced a detailed report on educational progress, it was recommended that these courses be set in preparation for entry into universities and entry into industrial and commercial professions. A six-year high school curriculum was recommended. The Sargent Report was the first comprehensive plan to address all levels and aspects of education, including technical, vocational and vocational. These include preschool education, primary school education, high school education, and university education.

We provided equal opportunities for all students.

2. The 1964-66 Kothari Commission stated that early childhood and Education is physical growth, intellectual growth, and Emotional development of students. The Committee proposed the following:

1. The structure consists of:

- (i) 1 to 3 years of pre-primary education;
- (ii) an elementary cycle of 7 to 8 years divided into lower elementary (years 4 to 5) and upper elementary (years 3 or 2);
- (iii) 3 or 2 years of lower secondary education;
- (iv) Higher secondary schools with two years of general education or one to three years of vocational training.



(v) Higher education level with a first degree course of not less than three years followed by a second degree course of variable duration.

2. Must be under 6 years old to enter Class I.

The committee made the following suggestions regarding assessments at various levels of education.

(a) For lower grades:

1. It would be preferable to treat the lower levels of primary education, including grade 1 through her grade 4, as ungraded units.
2. Teachers must be properly trained in the ungraded system through regular in-service training and orientation programs.
3. Teachers should use observational techniques systematically and systematically.

(b) Preschool education:

The committee said that preschool education is very important for the physical, emotional and intellectual development of children, especially those from poor family backgrounds.

- (i) The targets of 5% enrollment for 3-5 year olds and 50% 5-6 year olds by 1986 are reasonable targets.
- (ii) to establish pre-primary education development centers, one in each provincial institution and one in each district, to develop, supervise and guide the development of pre-primary education for the next 20 years; suggested. The current state of preschool education in the region. Private companies must take great responsibility for the establishment and operation of preschool centers. Experimentation by developing more cost-effective ways to expand pre-primary education should be encouraged. Children's playgrounds should be connected to as many primary schools as possible. The state maintains play centers at the state and district level, trains preschool teachers, conducts research, assists in the preparation and development of materials and literature, supervises and directs preschool and training institutions, and provides free support private institutions in providing appropriate subsidies and administering pre-primary education. Model.

The program should be flexible and consist of different kinds of games, manuals and learning activities with sensory experiences. Good coordination should be maintained between the various institutions involved in pre-primary education.

1. The National Education Policy (1968, 1986, 1992R) seeks to achieve:

Universal basic education for the 21st century.

1968

Based on the reports and recommendations of the Kothari Commission (1964-1966), Prime Minister Indira Gandhi's government issued its first National Education Policy in 1968, calling for a "radical restructuring" and calling for national integration and a more we proposed equal educational opportunities to realize big culture and culture. Economic development. The directive mandated that all children up to the age of 14 complete compulsory schooling and that teachers be given special training and qualifications, as stipulated in the Indian Constitution. Politicians called for greater focus on learning local languages and outlined a "three-language formula" to be implemented in secondary education. Language education was seen as



essential to bridging the gap between the intelligentsia and the masses. Although the decision to adopt Hindi as the national language was controversial, the policy called for promoting the use and learning of Hindi uniformly to promote a common language for all Indians. The policy also encouraged education in the ancient Sanskrit language, which was considered an integral part of India's culture and heritage. . As of 2013, NPE 1968 has changed its location on the country's website. 1986 In 1986, the government led by Rajiv Gandhi introduced a new national education policy. The new policy called for India's women, Scheduled Tribe (ST) and Scheduled Caste (SC) communities, in particular, to "pay particular attention to reducing inequalities and equalizing educational opportunities". In order to achieve social integration, policies will include expanding scholarships, adult education, hiring more teachers from SC, regular schooling of children from poor families, development of new institutions, housing and Seeking to provide services. NPE called for a "child-centered approach" to primary education and launched "Operation Blackboard" to improve primary schools across the country. This policy expanded the Open University system to include the Indira Gandhi National Open University, established in 1985. The policy also called for the creation of a "rural university" model to promote grassroots economic and social development in rural India, based on the philosophy of Mahatma Gandhi. The 1986 education policy requires 6% of GDP to be spent on education.

1992

The National Education Policy of 1986 was amended in 1992 by his P.V. Narasimha Rao government. In 2005, former Prime Minister Manmohan Singh adopted a new policy based on the Common Minimum Plan of his United Progressive Alliance (UPA) government. His 1992 Plan of Action (PoA) as part of the 1986 National Education Policy (NPE) to implement common entrance examinations across India to admit admission to vocational and technical programs in the country stipulated that For admission to engineering and architecture/planning programs, the Government of India, as per a decision of 18th October 2001, has set three examination programs (JEE and AIEEE at national level and Engineering Entrance Examination (SLEEE) at state level.) for state agencies). – with the option to participate in AIEEE).

This takes care of the different admission criteria for these programs and maintains professional standards.

This also solves the problem of duplication and reduces the physical, mental and financial burden of numerous entrance examinations on students and their parents.

National Education Policy of 1986 and his POA of 1992

Various Recommendations of National Education Policy and POA

After reviewing the basic objectives of the 1986 NPE and the revised policy of 1992, the policy recommendations were divided into the following 24 chapters.

Chapter 1: Early Childhood Care and Education

The Integrated Child Development Service, Balwadis, state and local government kindergartens, creches, teacher training institutions and existing pre-primary institutions should be strengthened and given more consideration by the government. Also, strengthen the monitoring and evaluation system.



Chapter II: Elementary Education, Non-Formal Education and Operation Blackboard

The national education policy and its amendments emphasized primary education as (i) universal enrolment and retention of children up to the age of 14, and (ii) substantial improvements in the quality of education. In addition, the policy also calls for pursuing significant improvements in primary schools and the provision of supportive services. Several measures were also proposed to ensure the participation of girls and children from families of the proposed castes and tribes, as well as other uneducated groups and minorities.

Regarding the operational blackboard, a policy was established to develop the following facilities to implement the operational blackboard. - (i) Two moderately sized rooms for all-weather use. (ii) Necessary toys and play equipment; (iii) boards, (iv) maps, (v) charts, and (vi) other learning materials.

The learning environment in after-school education centers should be improved and the quality of non-formal education should be enhanced by using the latest technological tools such as solar packs to power the after-school education centers, audio-visual equipment, and radio cassette players. .

Measures are being taken to introduce ECCE across the country and achieve universal primary education through the Sarvasiksha Aabyan Programme. Sarva Shiksha Abhiyan is an attempt to popularize primary education through joint ownership of the school system. This is a response to the demand for quality basic education across the country. The SSA program is also an attempt to give the poorest children the opportunity to improve their human skills by providing quality, community-owned education in mission mode.

Goals of Sarva Shiksha Aabyan:

Sarva Shiksha Abhiyan aims to provide a useful and adequate primary education for all children from the age of 6 to her 14 by the year 2000. Another goal is to bridge social and gender gaps through active community participation in school management.

Useful and relevant education means seeking an education system free from alienation and based on community solidarity. Its purpose is to enable children to reach their full human potential, both spiritually and materially, by enabling them to learn and master their natural environment. This pursuit must also be a value-based learning process, giving children the opportunity to work for the well-being of others, not just selfish pursuits.

Aims of Sarva Shiksha Abhiyan:

1. All children in schools, education assurance centers, alternative schools and "-to-School Camps" through 2003.
2. By 2007, every child will have completed her five years of primary school.
3. By 2010, all children will have completed eight years of primary school.
4. Focus on satisfactory quality primary education with an emphasis on lifelong learning.
5. Bridge all gender and social gaps in primary schools by 2007 and at primary school level by 2010.
6. Universal retention until 2010.

The government is taking the following measures to improve and maintain the quality of primary education in the country.

- (i) The central government launched an integrated school education program called Samagra Shiksha in 2018-2019. H. Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), Centrally Funded



Teacher Education Program (CSSTE). The common goal of all these programs was to improve access, promote equality of opportunity by including disadvantaged and vulnerable groups, and improve the quality of education. However, the Samagra Shiksha program envisions schooling as a continuum from pre-primary to upper secondary education, with the aim of ensuring inclusive, equitable and quality education for all. The Samagra Shiksha program focuses on improving the quality of education by supporting various interventions such as: In-service training for teachers and school leaders Implementation of assessments at the federal and state levels School-wide scholarships to each school to foster a learning environment Library scholarships Under the Children's Freedom and Compulsory Education (RTE) Act 2009 Providing textbooks for remedial education under performing students, ICT and digital initiatives, scholarships for sports and physical education, etc.

(ii) 2005 National Curriculum Framework and National ECCE

Policies include action by teachers and students, parent involvement, child participation, development and qualitative assessment possible through her ECCE.

(iii) RTE-2009 suggests that it makes sense to merge Year 6 with her Year 8;

From elementary school to preschool education.

A child's full development can be achieved.

Role of NEP-2020 in Early Childhood Care and Education:

Early childhood care and education is the foundation of learning and the new National Education Policy 2020 provides the following information on child care and education:

1. A child's brain develops 85% in her first six years. About 1 million children in India lack access to early childhood care and education. Early childhood care and education helps children become educated and grow. Universal provision of child development, care and education by around 2030 should be achieved as soon as possible education. Early childhood care and education helps children become educated and grow.
2. Social skills, politeness, ethics, teamwork and collaboration must be developed. As well as physical and motor development, cognitive development, social-emotional-moral development, cultural/artistic development and communication, early language, literacy and numeracy development.
3. NEP-2020 will develop a national curriculum and teaching method. The frame for children up to 8 years (NCPFCE) consists of two parts. 1) Sub frames for children aged 0-3 years, 2) Frames for children aged 3-8.

Many of India's great indigenous traditions have developed over thousands of years, especially in early childhood care. It is also well supplemented with education in arts, stories, poetry, games and songs. NEP-2020 serves as a guide for parents, childcare and educational institutions.

4. Many of India's great indigenous traditions, and this tradition in particular, have evolved over thousands of years in early childhood care and education. This includes embedded art, stories, poems, games, songs, etc. NEP-2020 serves as a guide for parent-child care and educational institutions.

A. Early childhood care and education through a vastly expanded and improved system of early childhood education institutions composed of independent Anganwadis.



- B. Anganwadi is attached to a primary school.
- C. From age 5 to her age 6 preschool kindergarten is connected to an existing kindergarten. Primary school.
- D. appointment of teachers specially trained for this purpose, curriculum, instruction in early childhood care and education;
- E. Appoint teachers specially trained in early childhood education and care curriculum and instruction.
5. For universal access to early childhood care and education, Anganwadi Centers are equipped with quality infrastructure, play equipment and well-trained Anganwadi teachers. Each Anganwadi center has a well-structured building.
6. It is recommended that children enroll in a "preparatory class" by the age of five. Take classes with ECPA-certified teachers. Preparatory class learning is primarily based on learning through play. Focusing on development cognitive, emotional and mental skills, as well as early literacy and calculation. There is an extension of class preparation time for elementary school lunchtime programs. Health check-up and growth monitoring in Anganwadi for Anganwadi students and primary schools.
7. All children under the age of 5 are encouraged to attend a "preparatory class" with an ECPA qualified teacher. Learning in preparatory classes is primarily based on learning through play. It focuses on developing cognitive, emotional and intellectual skills as well as early reading, writing and mathematics. The lunch offering will also be extended to primary school prep classes. Health check-ups and growth monitoring provided in Anganwadi are available to both Anganwadi students and primary schools.
8. Anganwadi's highly qualified her ECCE teachers are trained through a systematic approach in line with the educational framework developed by NCERT. A six-month certification program for qualified Anganwadi teachers aged 10 to 2 years is conducted at ECCE. The ECCE, a one-year diploma program for those with lower education, is given to explain the elements. Lessons can also be done online or offline.
9. ECCE will be phased in in hospice tribal areas and all substitute school formats. The process of implementing and integrating ECCE into ashrams and alternative schools is similar to the process described above.
10. Responsibility for ECCE Curriculum and Teaching Law rests with MHRD. It also ensures continuity from preschool to primary school, paying due attention to the fundamental aspects of education. The planning and implementation of child care and education curricula is jointly managed by the departments of HRD, Women and Child Development (WCD), Health and Family Welfare (HFW), and Tribal Affairs. The establishment of a dedicated joint task force will provide ongoing guidance for the smooth integration of parenting and education into schooling.

Role of Teachers in ECCE Implementation:

- 1) Teachers should always strive to develop children's skills.
- 2) Homeroom teachers give priority to physical education and art.
- 3) Teachers need to make the curriculum fun in order to keep it going.
- 4) Teachers should organize sports competitions, dance competitions, drama competitions and drawing competitions in schools and make them accessible to all children.
- 5) Teachers are different tasks for the holistic development of the child.



Conclusion:

The home environment is very important for a child's learning process. In the past, families were shared, so children learned from them and went to school. Children are now unable to continue their education due to small families. Schools were responsible for learning. Many studies have shown that a child's brain development declines by 85% of her within six years. Her ECCE Children Participate in Learning Activities ECCE children participate in learning activities while having fun and cooperating with each other. This promotes the child's overall development. To philosophers, educators, especially school boards, he spoke about his ECCE. The new National Policy for 2020 says a lot about early childhood education and care. About the distribution of NEP-2020 He provides fun early childhood education and care through games and songs. In tribal areas he establishes ECCE centers to provide foster education for all. The teachers working at the Anganwadi Center have been notified. You have to train. Educational responsibilities were tied to her MHRD. Support governments to provide quality education. NEP-2020 addresses a wide range of issues in early childhood care and education aligned with 21st century goals. As a result, it can physically promote your child's mental and emotional development.

References:

- <https://educationforallindia.com/sarva-shiksha-abhiyan-framework-for-implementation/>
<https://inee.org/collections/early-childhood-development>
<https://insightsonindia.com/modern-indian-history/social-policies/education-policies/sergeant-plan-of-education/>
<https://pib.gov.in/newsite/PrintRelease.aspx?relid=180894>
https://en.wikipedia.org/wiki/Early_childhood_education
<https://www.worldbank.org/en/topic/earlychildhooddevelopment>
<https://unesdoc.unesco.org/ark:/48223/pf0000234988>
https://wcd.nic.in/sites/default/files/national_ecce_curr_framework_f_inal_03022014%20%282%29.pdf
https://en.wikipedia.org/wiki/National_Policy_on_Education
<https://www.yourarticlelibrary.com/education/kothari-education-commission-1964-66/76816>
National Policy for Education (1986 & 1992R)
National Curriculum Framework-2005 – National Policy for Education-2020, Ministry of Human Resource Development, Government of India
RTE Act, 2009
Sergeant report- 1944
United Nations Convention on the Rights of the Child.

Cite This Article:

Dr. Shumaila Saif Siddiqui, (2022). A Historical Survey of Structure and Curriculum of E.C.C.Ed. and NEP 2020, Educreator Research Journal, Volume-IX, Issue- V, Sept – Oct 2022, 134 -142.