



Role of ECCE and Psychological Aspects in Pre-School Education: NEP 2020

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<p>Received: 01/06/2024</p> <p>Accepted: 25/06/2024</p> <p>Published: 01/07/2024</p>	<p>Abstract: Education is a medium through which the country as well as the world becomes prosperous. According to the 5+3+3+4 structure of new NEP, age three is the right time for ECCE. The goal of ECCE is related to Bloom's Taxonomy, as ECCE addresses all round development and communication development and basic language, literacy and numeracy according to the psychological basis of toddlers of NEP 2020. Therefore, NEP 2020 has implemented ECCE at the primary level. New NEP 2020 has been formulated based on psychological principles in primary school to high school education.</p> <p>Hence the purpose of this research is to know the role of pre-primary education including ECCE as mentioned in NEP 2020 and to know how psychological aspects are focused in pre-school education in NEP 2020. This is based on qualitative research and secondary resources.</p> <p>In conclusion, ECCE plays a pivotal role in laying a strong foundation for lifelong learning and well-being. The National Education Policy (NEP) 2020 underscores the significance of ECCE in implementing a kid's development. Here are key takeaways: Holistic Approach, Play-Based Learning, School Readiness and Inclusive Practices.</p> <p>Keywords: NEP 2020, Preschool Education, ECCE, Psychological Aspect.</p>
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Introduction

Education is a universal process. Education is an utmost necessity of every human being. India's 2015 Sustainable Development Goals are the 4th (SDG4) (Quality Education) of the 17th Sustainable Development Goals which object to "ensure inclusive and equitable quality education for all and promote lifelong learning opportunities for all" by 2030. Many years after the NPE 1986 and NPE 1992 shaped the education system; this new NEP has changed the entire education system thinking about the hybrid society in 2020. The new Education policy emphasized the development of the creative potential of each individual. The principles of the new NEP is constructed on the following aspects like education should develop not only cognitive abilities but also an emphasis on literacy and numeracy, 'core abilities' and 'higher order cognitive abilities, such as critical thinking and problem solving, as well as social, moral and emotional abilities and character is given. With the aim of NEP 2020, play-based learning in the preparatory class is also indicative of the psychological aspect. Even the new educational curriculum NEP 2020 has improved basic literacy and numeracy for children on psychological basis. As children's books are enjoyable and inspirational, it is possible to increase interest and attention among children. The entire section of the National Education Policy 2020 has given

weight to the Psychological aspect. Glancing at today's society, from students to teachers, from school education to higher education, Psychological fields have been given importance. NEP 2020 extensively used the psychological underpinnings of ECCE at pre-school level that we found in the theory of Froebel, Montessori, Rousseau, Maslow, Piaget and Vygotsky's socio-cultural learning theory.

Significance of the Study:

The significance of the study is as follows:

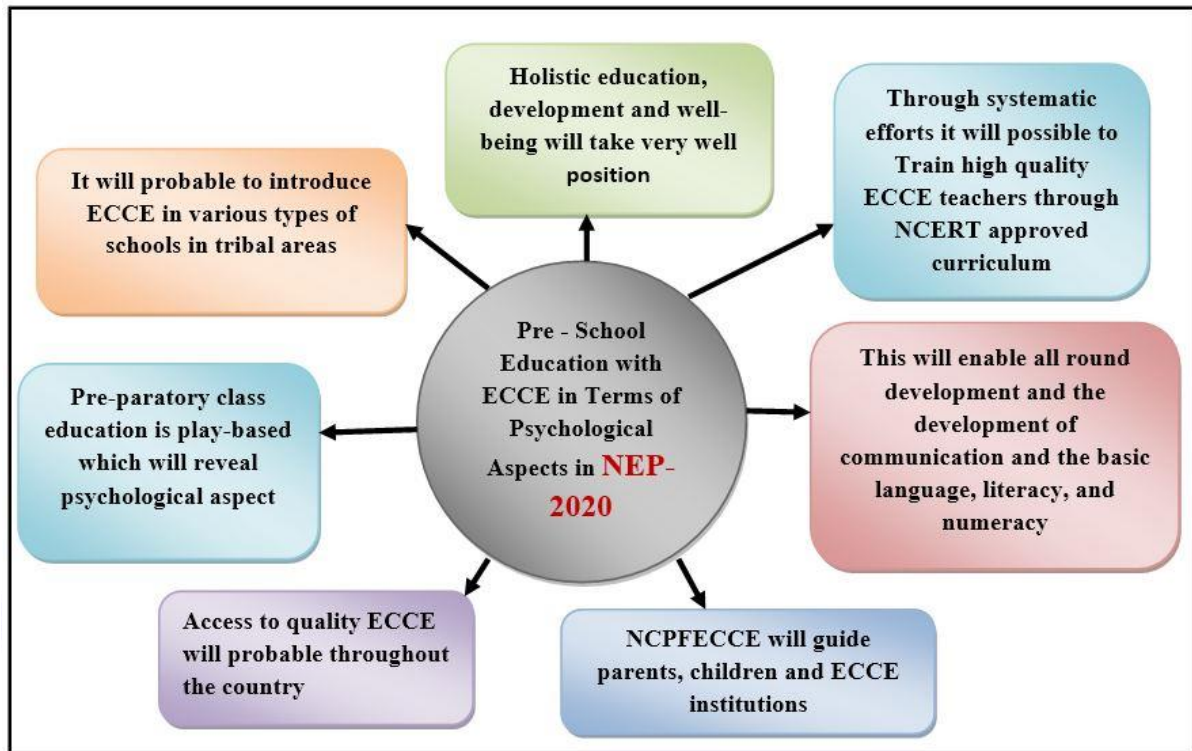


Figure 1: *Role of ECCE and Psychological aspects in Pre-school education: NEP 2020*

Statement of the Problem:

Education boosts everyone to walk the pathway. Its importance can be seen in the recommendations of various commissions and committees since many years; hence the current new NEP 2020 has been shaped to improve the quality of education with everyone in thinking. So, the problem is:

“Role of ECCE and Psychological aspects in Pre-school education: NEP 2020.”

Objectives:

1. To know about pre-primary education with ECCE in NEP 2020.
2. To know about psychological aspects in application of preschool education in NEP 2020.

Review of Related Literature:

Sahoo and Pradhan (2024), in this study, the researchers talked about the role of ECCE in the application of the National Education Policy 2020 and also stated the challenges and opportunities existed for the implementation of this NEP 2020.

Mahato and Omkar (2023), the researchers gave their opinion on the pros and cons of ECCE in their study. They suggested further development of ECCE recommendations of NEP 2020 based on integration between naturalism and pragmatism and other philosophies.

Kumar (2023), in this study the researcher specifically mentioned the implementation of ECCE about the teacher's role in this implementation.

Basu and Santra (2023), in the study, the ECCE noted that the researcher NEP 2020 has greatly helped in quality improvement. Researchers have also alluded that ECCE promotes the overall growth of children by expanding their playing, basic, emotional, educational and aesthetic needs.

Shabbir and Afsan (2022), researchers have discussed the past background of ECCE and its concept and importance as per NEP 2020 in their study. They referred to NEP 2020's psychologically based education for children aged 3 to 8 years.

Singh (2022), in this study the researcher discussed the new education framework of NEP 2020. Besides, he discussed what form ECCE has taken in the field of education after the independence of India. Researcher's study also discusses how the possibilities related to pre-school education are explained in the recommendations of NEP 2020.

Gandhi (2021), in this study the researcher discussed the special importance of school development in NEP 2020 which is also significant for disadvantaged groups and uneducated members of the community.

Naresh (2021), in this study the researcher discussed the new education framework of the new NEP-2020. Researcher discussed the role of ECCE along with the importance of ECCE teachers, educational institutions in the new education policy.

Shastri and Sarojkumari (2022), the research of the researchers has revealed how it will be possible to advance with the goal of ensuring early childhood educational success at the beginning of the education mentioned in the new National Education Policy 2020.

Manhas (2020), researcher in his study fully explained the objectives of ECCE included in the new National Education Policy 2020, quality training to improve teachers and curriculum issues and challenges.

Method:

This study is based on qualitative research. This study is based on secondary sources include the guidelines given in NEP 2020, systematic review, books, different articles, websites and analysis of NEP 2020 with respect to preschool education programs.

Discussion:

1. The Role of ECCE in Pre-Primary Study in NEP 2020:

The NEP 2020 recognizes the eventual role of ECCE in implementing a kid's overall development. Specifically, ECCE focuses on children aged 3 to 6 years and aims to provide a strong foundation across various domains:

- a. **Cognitive Development:** ECCE encourages investigation-based learning, maintaining cognitive abilities.
- b. **Social and Emotional Development:** It supports emotional well-being and social interactions.
- c. **Physical Development:** ECCE promotes motor skills and physical health.

- d. **Early Literacy and Numeracy:** Basic skills are acquired through play-based approaches.
- e. **Holistic Upliftment:** ECCE focuses on all round developmental aspects.

The NEP emphasizes a supple and game-based approach to these base years which prepares children for school readiness and enables holistic development.

a. Pre-school structure:

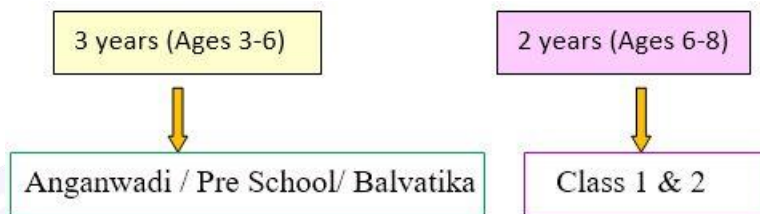


Figure 2: *Structure of Pre-school*

Here the starting age of ECCE is three years.

b. NCFECCE:

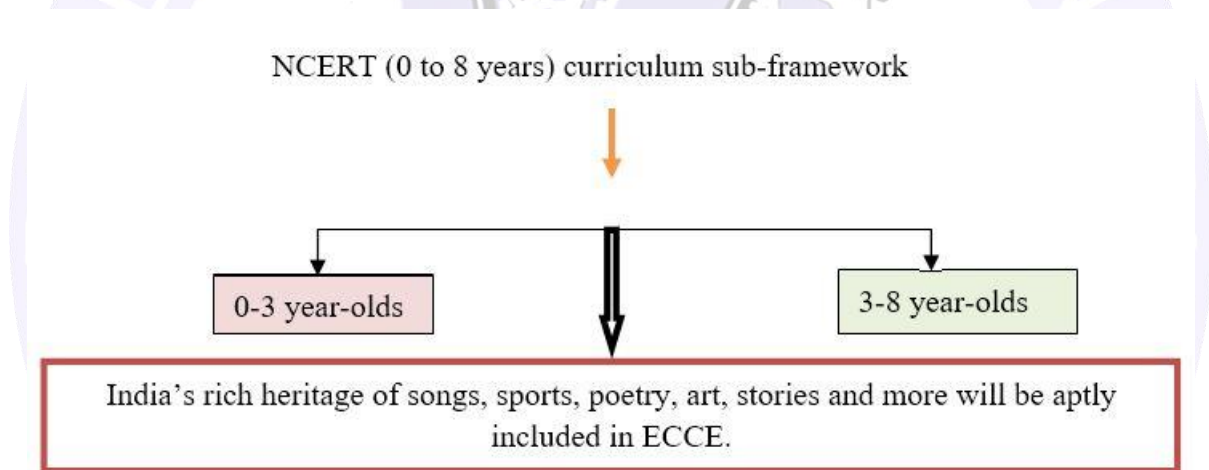


Figure 3: *National Curricular and Pedagogical Framework for ECCE*

This framework guides for both parents and early childhood and care education.

c. Pre-school Institutions:

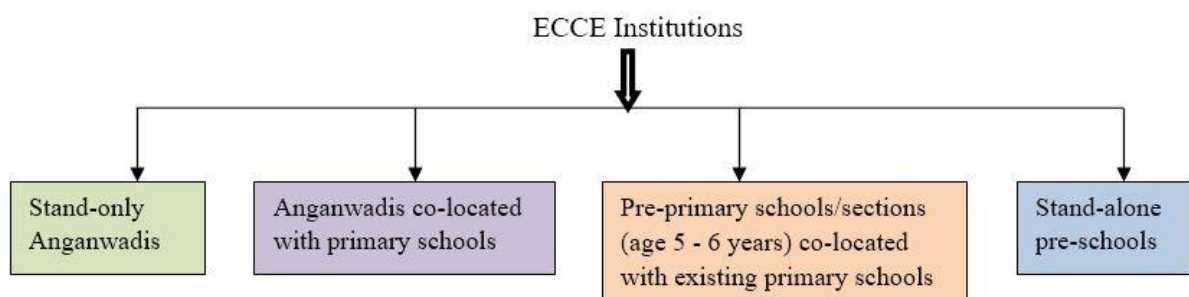


Figure 4: *Pre-school Institutions*

d. For Universal Accession of ECCE:

- i. Access to ECCE is being made possible by standard infrastructure, game materials, trained high quality Anganwadi workers or teachers.
 - ii. Anganwadi institutions have better plan with good learning environment.
 - iii. Arrangements have been made Primary school teachers and students to visit Anganwadis to convert primary schools into better school clusters.
 - iv. Anganwadi children, parents and teachers are required participate in the program of this school clusters.
- e. It is said to produce high quality ECCE teachers in Anganwadi with the help of training through curriculum developed by NCERT.

Lower Educational qualifications – 1 year diploma course (basic literacy, numeracy and other pertinent directions of ECCE). DTH channel, smart phone etc. can engage in ECCE without any hindrance even by doing training in digital mode.

Anganwadi workers/teachers qualifications – 10+2

Above - 6-month certificate course in ECCE

State Governments are gradually providing stage specific occupational training, mentoring processes and working life mapping for the professional development of educators. Provide early professional preparation and development for the benefit of educators.

f. There is also talk of introducing ECCE in various types of schools in tribal areas.

g. HRD has been asked to take charge of ECCE curriculum and education system for continuity school education.

h. The Ministries of Health and Family Welfare, Tribal Affairs, Women and Child Development and HRD have pledged to work together for planning and implementation of ECCE. A combined task force has been formed for proper administration of the ECCE.

2. Psychological aspects in application of preschool education in NEP 2020:

85% of a child's brain is developed before the age of 6. That is why it is so important to emphasize healthy brain growth and development in the early years. The study mentions how preschool education is described in NEP 2020 based on psychological aspects, which are -

- a) The new National Education Policy 2020 on ECCE based on psychological aspects are -supple, versatile, umpteen-layer, game-based, action-oriented, and investigation-oriented study, composed of languages, colours, numbers, alphabets, indoor and outdoor play, counting, shapes, problem-solving, drawing, puzzles and logical thinking, music and movement, play and puppetry, craft, painting and other visual art. All of these above are psychological resource, through which it is possible to teach psychologically.
- b) Emphasis on obscenity, morality, private and universal cleanliness, group work, collaboration, social capacities, sensitivity and good behaviour are healthy psychological human aspects that are essential in education.

- c) ECCE goals are to maximize impacts in the psychological domains of Physical and motor, cognitive, socio-emotional-ethical, cultural and communicative development and basic language, literacy, and numeracy development.
- d) Play-based learning: In NEP 2020, emphasis has been given on play based learning in pre-school class (Balvatika). If this 3-6 year is old children taught through play, it will be possible to develop three domains of Bloom Taxonomy and basic literacy and numeracy in them.
- e) An interim 3 month play-based 'School Readiness' program combines activities and workbooks alongside learning the alphabet, sounds, words, colours, shapes and numbers to ensure that all students are ready for school with a psychological focus and for all students in grade 1. Modules and will involve collaboration with mates and parents, will be developed by National Council of Educational Research and Training and State Council of Educational Research and Training.
- f) Another aspect of the psychological field is the nutritional diet (mental health) that helps children study more cognitively demanding subjects.
- g) Holistic Development of Learners: Education should aim not only at cognitive development, but also at character building and creating holistic and well-rounded individuals equipped with key 21st century skills.
- h) To enhance essential learning and Critical Thinking: Unnecessary content should be eliminated from the curriculum to do room for critical thinking and more holistic, investigation oriented, invention oriented, analysis oriented and discussion oriented learning. This policy calls for a more interactive manner to teaching and learning. To encourage classroom and question session mode to be more pleasure, creative, cooperative and emphasis on exploratory actions for more empirical education of pupils, which is purely psychology based.
- i) Experiential Learning: At all levels, psychology-based learning, which is experiential learning such as hands-on learning, arts-based and sports-based learning and story-telling-based pedagogy, is discussed.
- j) Art-Integration: An art-compacted access will not only tighten the link among education and Indian heritage culture but also create an enjoyable learning environment in the classroom which is definitely indicative of the psychological aspect.
- k) Sports-Integration: The main reason for the need to include sports in education is that it promotes physical and psychological well-being as well as improves holistic development by enhancing cognitive abilities. If sports are included in education, children will easily acquire social development skills such as teamwork, responsibility, self-discipline, collaboration, self-initiative, self-direction etc. from an early age.

Conclusion:

In summary, New National Education Policy in school education, foundation and preparatory school education, structure, pedagogical curriculum, teaching methods, books are all based on psychological principles. The new education policy clearly states that ECCE is important for children's future upliftment. ECCE plays pivotal role in laying a strong foundation for lifelong learning and well-being.

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