



Reflections of Teachers on National Education Policy-2020 with special reference to Early Childhood Care and Education

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Abstract: Early Childhood Care and Education (ECCE) is the novel program which aims to establish the qualitative development of children from the foundation stage. NEP-2020 emphasises this program to make the strong pioneer of the learning process in children. On the basis of previous research studies basic skill development of children is missing harshly in the total population of India. Therefore, the responsibility of teachers, teacher educators, curricular designers and policy makers is expanded to make this program a sufficient level of success. This research paper discusses the reflections of primary school teachers on NEP-2020 and specifically ECCE. Teacher's reflection on expected outcomes of ECCE program, role of teachers in ECCE, training of teachers for ECCE and 'Integration of Anganwadi in primary schools' are accumulated and analysed. In the study methodology used was qualitative method, by the purposive sampling technique sample was selected from the primary school teachers of Gandhinagar city as population. As a tool interview schedule was made by the researcher according to the objectives of the study. Semi-Structured Interview technique used and through that 40 interviews of primary school teachers of Gandhinagar city are taken. Data analysis is done by the content analysis technique. Findings of the research study are exposed as role of teacher is to be as congruent to a mother of a child. Somewhere professional training of teachers is lacked so, more focus should be given in training and recruitment process of teachers at ECCE stage. Primary school teachers are strongly believing in the integration of Anganwadi in primary schools; which is more effective for teacher's and learner's development.

Key Words: NEP-2020, Early Childhood Care and Education (ECCE), Teachers, Foundation Stage.

1. INTRODUCTION:

Care is the most satisfying term to feel others warmth; to each person this is required. In education system caring is the hidden core element through which a person is motivated by the self or others to get progress in the life. At the kindergarten stage and primary stage of education; care is the ultimate way to connect children with new world. NEP-2020 is similarly taking novel concepts and programs to build strong childhood education with care. It introduces Early Childhood Care and Education (ECCE) program for the betterment of caring institutions, teachers and learning environment with regards to primary and pre-primary education system. Teachers are the main bridge between policy makers and learners therefore, reflections in terms of views and perceptions of primary school teachers are collected on the ECCE program regarding NEP-2020. What are the views of primary school teachers on this novel approach of childhood care and education? is been studied wisely. Role of teacher at this stage, professional training and recruitment process and integration of Anganwadi in primary school teachers at ECCE program are emphasized in the study.

2. LITERATURE REVIEW:

A study reflects the benefits of ECCE in terms of social, environmental and attitudinal outcomes in learning behaviors of children. That outcomes will ensure the scholastic and co-scholastic achievement of the children (Cotton). Another study on ECCE concludes the educational target with beneficial excellence of economy and GDP in ECCE. The critical points are opportunities in learning, nutritional balance, universal access and sufficiency of teachers, resources and initiatives in ECCE should be focused (Manhas, 2020). School education is the pioneer and ECCE is the important foundation of that pioneer; through the metamorphic model it is described. Novel approaches of enhancement of ECCE with easy practices like play-way method is to need to be more focused (Pancholi, 2023). On the basis of



review somewhere the ground reality of the foundational stage of education system is to be emphasized which directly shows the acceptancy and readiness of the ECCE program.

3. OBJECTIVES:

1. To study the reflection of primary school teachers on NEP-2020 regarding the outcomes of Early Childhood Care and Education (ECCE) and role of teachers in ECCE
2. To study the reflection of primary school teachers on NEP-2020 regarding recruitment of specially trained teachers in curriculum and pedagogy of ECCE
3. To study the reflection of primary school teachers on NEP-2020 regarding the benefits of "Integration of Anganwadi into schools"

4. RESEARCH METHODOLOGY:

Research Questions

1. Are primary school teachers being aware about NEP-2020 regarding ECCE?
2. What are the reflections of primary school teachers on NEP-2020 regarding ECCE?

Delimitations of the Study

1. The study is delimited to Government primary schools of Gandhinagar city.
2. The study is delimited to the sample –who have attained the training, seminars or workshops about NEP-2020 of Gandhinagar city.
3. The study is delimited to the ECCE domain of the School Education part in NEP-2020.

Research Design

Type of Research

The type of research is qualitative research of the study. As per the title various point of views of primary school teachers on ECCE according to NEP-2020 is collected subjectively.

Method of Research

Descriptive research method is used in the study. As data is exclusively in subjective manner therefore description of that is required.

Population of the Study

Population of the study is Government Primary school teachers of Gandhinagar city. About 30 government primary schools are present in Gandhinagar city. From that 15 schools are selected; teachers of that schools are taken as the population of the study.

Sample of the Study

Government Primary School Teachers who have attended the workshops, seminars and training regarding NEP- 2020 are taken as sample of the study.

Sampling Technique

Firstly, 15 schools from the population are selected by Simple Random technique of sampling. After it from that 15 schools 42 teachers are selected by purposive sampling technique. As per the requirement of the study who have attended seminars, workshops or training course about NEP-2020 that teachers are taken as sample purposively. Due to this particular reason researcher has used purposive sampling technique for the sample selection.

Sample Size

15 schools are selected from total 30 government primary schools of Gandhinagar city.

Total 42 interviews are taken as sample and from that 40 interviews are taken as final sample. 2 interviews are somewhat not appropriate therefore that are removed.

Tools and Techniques

Semi-Structured Interview technique is used in the study. As per the qualitative study this technique is very much suitable to take the responses of the primary school teachers as an interviewee. From the interview researcher has grabbed the live expressions of the samples.

Interview schedule tool used for data collection.

Data Collection Procedure

Data has been collected through Semi-Structured Interview technique by using Interview Schedule. Researcher has taken the interviews and collect the response of teachers on ECCE regarding NEP-2020.

Data Analysis Technique

Content analysis technique is used for the analysis and interpretation of the data.



5. FINDINGS:

- ECCE program is most significant stage for the enhancement in basic development of the children. In this early childhood caring period role of a teacher must be similar to the mother; this much caring efforts should be done by teachers.
- Professional training programs for teacher education at the level of ECCE should be more focused and recruitment process should be based on those criteria only.
- Teachers are strongly appreciating and adapting the integration process of Anganwadi and primary schools; it would be more beneficial for the development of children.

6. DATA ANALYSIS :

Objective 1: To study the reflection of primary school teachers on NEP-2020 regarding the outcomes of Early Childhood Care and Education (ECCE) and role of teachers in ECCE

Most of the government primary school teachers are reflecting that ECCE is the significant programme for children because it helps to enter in the Class-1 with regular classroom. NEP-2020 suggested many new pathways for ECCE but at the time of implementation it may be difficult because the ground reality of the children in pre-primary education specifically, in government school is very different. The big role of parents is here at the stage of basic development of children. At this stage child ascribes with new environment and new situations to live it truly. Process of learning is enhanced due to nurturing of children at early stage and this care centre helps to make proper schedule of the child with addition of nutrition as well. If lack in the learning process regarding the nutrition, values and habit formation, it will remain the same for whole life of children. Due to these all points this stage is called as the foundation stage as per the NEP-2020. If this stage is laid weak than the further development of children in terms of cognitive, social and locomotor skills will be badly affected. Children of government schools have lower background in terms of facilities, nutrition and other resource availabilities therefore, here ECCE is essential over these children.

At this foundation stage care is the significant key component to handle child well. Care is nourishing the bond of child with parents and teachers therefore, basic concept's understanding, skills and other development of children can be done by caring them at each step of learning and nurturing. Play way method is the whole answer of all questions regarding the teaching learning process at early childhood period of development. It creates the closer attachments among teacher and children, parents and children. With this emotional attachment is required which is fulfilled through the active transaction of dialogues between the teacher and children. ECCE is as important as the family bonding and environment are important to children therefore, it should be in that language which is generally spoken in the family of every individual. Gradually, in this way the basic development of child will be built more stronger in the first language which is considered as the mother tongue of them. ECCE is concentrating on the fundamental development of daily habit formation regarding the self-work practices for eating food, washing hands, wearing clothes and so forth in children. At this step fear, consciousness and doubts are been popped in the mind of every child therefore, proper time and familiar environment should be provided to each child with warm greetings and feelings to encourage them for another new journey. ECCE inculcates the multi-diversionary of education with values, Indian ethos, knowledge with vocationalism and creative approach in the process of learning from childhood period. In the focus of hands-on practices activity-based teaching learning approach is emphasized truly for getting maximum experiences to children with extreme level of participation. How to talk with others, how to sit, how to read and how to eat are the ultimate principles of ECCE. Role of the teacher is been emphasized over the study regarding ECCE program to create the conducive environment of the school and classrooms. A teacher could have been developed the motherhood in the self and then pour those feelings towards children so they can grab the warmth environment in their surroundings. From the taken interviews one teacher has quoted these lines as 'No one can challenge or beat the values and caring of mother and at early childhood period teacher has to take the self-up to that level of motherhood. Due to that the acquired comfortableness can be achieved by the children in the certain situations.' According to that wonderful line most of the teachers are female in the whole population of the teachers at this stage. Dealing and handling of teacher with a child should be specific and auspicious because everyone has their own aura to feel familiar and comfortable. Teachers of this era are more technical and competitive, to attain certain goals but instead of running behind that tentative achievements they have to think of progress of the children. Early childhood period requires investment of time not the other tangible things therefore, teachers have to be skilful to nurture children. There is responsibility of a teacher to take this content not in the strict manner of reading and writing but in the joyful alternative way of creative learning. Multiple sensory usage and its development should be emphasized by the teacher in every child of the classroom.

Objective 2: To study the reflection of primary school teachers on NEP-2020 regarding recruitment of specially trained teachers in curriculum and pedagogy of ECCE



Most of the teachers have the demand of professional training to this particular early childhood care period to create the conducive environment of Anganwadi. To train the teacher according to ECCE requires formal training for attitude aptitude development via learning child psychology and socio-cultural aspect of human beings and the society. To improve the professional practices of teachers; pre-service and in-service teacher training in teacher education is must require. This may enhance the quality of teachers in context of child's behaviour and to maintain the supportive environment of the centre. In this scenario lacking of training and effective programs in the courses is widely pointed in the system, to overcome it NEP-2020 has suggested the pathways of new approach in introducing novelty in it. Professional development and practices make them more aware about to satisfy the needs of children. Basic reality of the system is very different from the current situation; as people are believing that doctoral programmed level is extremely hard to attempt and to reach at that level but the more challenging task is to deal with child at early childhood period and to focus the literal development of the child not only in one aspect; rather it in all other aspects as well. Professional training truly helps the trainees to enhance their teaching competencies.

Objective 3: To study the reflection of primary school teachers on NEP-2020 regarding the benefits of "Integration of Anganwadi into schools"

Teachers in the more number are strongly believing in the integration of the primary schools and Anganwadi centre as the policy has exclusively suggested. This linkage is making the connections between teaching and learning, between teacher and learner also thus, this continuity helps to decrease the rate of dropouts at the stage of kindergarten to school. The environment will be the similar under one place rather than the two separate places, due to that prior mentality of children will be improved and they will get attracted towards the environment of the school. The fear of going to school in the children will definitely be reduced and lots of little smiles will be welcomed to the campus for learning happily. One other plus point of this integration is about the trend in the relationship of siblings. As the elder sibling is attaining the school regularly than little one has the own secure zone to get involved in learning and get habitual to the formal schooling environment. ECCE is enhancing the integrity in education with gentle comfort to get clarity, empowerment and self-confidence in every child. This is the one side of this way of integration.

One another way is also very helpful in terms of integration of primary schools and Anganwadi. Teachers will get more benefits from this integration because they have continuity in teaching the particular course with relevancy of the portions in content. Enrolment process will be more convenient to make work easy of academics, management and administrative documents to handle and settle it well. Performance of teachers will be enhanced from the senior teachers by the inspiration of highly effective resources cum teaching learning materials. Some of the teachers are criticizing this approach of integration of primary schools and Anganwadi; because they are believing that it causes and creates the problems to the younger ones. As little ones are retaining the deeds and habits of the elder ones; at some points bad impression is grasping by them in negative manner. From that misbehaviour of children, disruption of basic knowledge regarding regular work, laziness and so forth are acquired by the child and it will be surely harms the young generations of the nation.

7. CONCLUSION:

Early Childhood Care and Education is the bottom strong root of the education system; almost all teachers are faithfully believing in it. As the child is first time bring owns towards the world, they can comfortably put this step with new excitements and relief therefore, there must be a significant role of teachers and parents also. A role of teacher is as significant with mother to handle and deal with children. In regards with this care and comfort professional training of the teachers to induce values and basic skill development teaching aptitude can be strengthen well to transmit successfully in the children. For attaining that teacher education programs should be more elevated with practices of child psychology and human brain development; in practicality of teaching learning process. At the period of early childhood caring the unique suggestion of NEP-2020; about the integration of Anganwadi in primary schools is appreciated by most of the teachers of the government schools. Proper nurturing of children can be done through this elegant way.

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