

A STUDY OF IMPLEMENTATION OF EDUCATION POLICY IN PRESCHOOLS

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ABSTRACT

This study delves into the essential domain of early childhood education by examining parental perspectives on the implementation of Early Childhood Care and Education (ECCE) policies within preschool settings. The critical role of ECCE policies in shaping children's early learning experiences underscores the significance of understanding how these policies are perceived and experienced by parents, who play a pivotal role in children's development and education. This research employs a mixed-methods approach, integrating qualitative interviews and quantitative surveys to capture a comprehensive range of parental viewpoints. Through in-depth interviews with a diverse group of parents, this study explores the intricate interplay between ECCE policy objectives and their actual implementation at the preschool level. The qualitative phase of the research seeks to unravel the nuances of parental perceptions, highlighting aspects of policy execution that resonate positively or present challenges. Factors influencing parental satisfaction, including curriculum alignment, teacher qualifications, infrastructure, and communication strategies, emerge as critical themes.

KEYWORDS: Education Policy, Preschools, Childhood Care, ECCE policies

INTRODUCTION

It is not an exaggeration to say that "education is the vital part of the human life." Education has always been an integral aspect of human development. Even under the barter system, individuals still needed an education to learn about things like amount, measurements, quality, worth, and so forth. Knowledge is essential in every aspect of life, whether we're talking about creating new things or improving existing ones; whether we're talking about making a living, starting a family, or maintaining our health.

In order to fully grasp the idea, it is necessary to have a firm grasp on the bare bones of the kid's description. The question of "what is the meaning of child" drives the investigation. "The

Convention defines a child as a person below the age of 18 unless the laws of a particular country set the legal age for adulthood younger," Unicef explains of the definition of a kid. There has been "strong encouragement from the Convention's monitoring body, the Committee on the Rights of the Child, for States to reevaluate the age of majority if it is set below 18 and to increase the level of protection for all children under the age of 18" (Lindsey, 2014).

Technically, a kid is in the early childhood years between the ages of two or three and six or eight. This is often regarded as the most formative years of a person's life. These formative years are crucial for the development of



a wide range of capacities that are fundamental to adult success.

A strong foundation is necessary for a person to stand on and achieve great things, just as it is necessary for a building or other structure. During these formative years, when a child's brain is most receptive to new information, a solid foundation may be laid.

Today's children have a right to a decent education and the power that comes with it, thus it is the responsibility of all parents to instill good habits and provide their children with a solid education.

If all children in a country received a high-quality education beginning in early childhood, that nation would become the most prosperous in the world thanks to its educated and skilled workforce of the future.

When we all recognize that life itself is the sole source of training or discipline, our whole understanding of school discipline shifts. We get knowledge through life itself, from literature, and from the words of others. The school, however, is located in a separate area. The only location on Earth where gaining experience is as challenging as it is here is where children are sent to be disciplined. This means that the title "Mother of all Disciplines" is well-deserved by The School.

The house is the primary setting in which a child develops, and every good family has a workshop where the kid may try out his latest inventions and designs. In this setting, the child's questions are answered, his curiosities are stoked, his beliefs are reinforced, and he is exposed to the garden, the

neighboring fields, and the amenities. If we can categorize and standardize all of this, we'll have the perfect learning environment.

Only elementary schooling was conceived of as a possibility in the 16th century. Children are deemed school-ready at about the age of five or six, when they have mastered the skills necessary to walk, speak, comprehend, and express themselves. Teachers and parents saw a gap in communication at the elementary level, which inspired the creation of kindergarten.

Early Childhood Education: Meaning

Early Primary Education (Nurseries, Preschools, Kindergartens, Preparatory Schools, etc.) Early Secondary Education (High School)" (Viji, 2018).

According to UNICEF's website, "early childhood" encompasses a person's life from the time of conception to the age of eight. According to the 2011 census, there were around 158 million children in India between the ages of zero and six.

While the Right to Education Act of 2009 (RTE Act) does not cover children under the age of six, it does cover early childhood education (ECE), and it states that "the appropriate Government may make necessary arrangements for providing free pre-school education for such children" (emphasis added).

Early Childhood Care and Education (ECCE) policy is within the purview of the MWCD. The Integrated Child Development Services (ICDS) Scheme is the government of India's main initiative for preschool education, and it is administered by the Ministry of Women and Child Development (MWCD). Supplemental nutrition and health



education, health checks, pre-school non-formal education, immunizations, and referral services are only some of the six core services provided by ICDS. The ICDS's preschool program aided 349.82 lakh children aged 3-6 in 2014.

Despite the Government of India's acknowledgment of Early Childhood Care and Education (ECCE), a UNICEF assessment finds that not enough Indian preschoolers are enrolled in early education programs.

It is critical that "an urgent approach be applied to make quality pre-school learning available to children, especially from disadvantaged sections" (Singh, 2018) because "early childhood education significantly affects a child's academic performance at primary and secondary levels" (Singh, 2018).

In India, the Early Childhood Care and Education (ECCE) framework describes comprehensive prenatal care and early childhood education for all children.

Everything from:

- ❖ Crèche and daycare center enrichment for infants, toddlers, and preschoolers.
- ❖ ECE programs (offered in anganwadis, balwadis, nurseries, preschools, kindergartens, preparatory schools, and so on) for children aged three to six.
- ❖ Programs for Young Children, Ages 6 to 8; sometimes known as Elementary School.

Context of Early Childhood Development

The results of experimental research have provided us with a picture of typical childhood growth and development. Each kid grows and changes at her own speed, yet all children go through the same

general phases of physical, cognitive, and emotional development. They tend to adopt behaviors typical of youngsters of the same age within these phases. In order to address their needs, teachers and parents need to be aware of these traits.

The theory of Early Childhood Development (ECD) is based on the observation that young children learn best when their parents and other primary caregivers utilize targeted strategies and provide age-appropriate conditioning and gestures to foster growth and readiness for the next stage of development. Early childhood educators are better equipped to support their students' growth and learning when they have a firm grasp of the unique qualities of each student.

Children follow a typical timeline for the maturation of their physical, social-emotional, cognitive, and linguistic abilities. It's vital to keep in mind that not all youngsters develop their chops at the same rate, even if they do follow a predictable pattern.

Preschool teachers may tailor their lessons to the unique needs of their students by taking into account the characteristics of the students in their class. Keep in mind that your kid is an individual. They are not comparable and should not be compared. Although there are predictable patterns of development, every kid grows and learns in her own unique way.

This explains why we often see unique characteristics among classmates. Young children's interests and their capacity to navigate tasks are influenced by the quality of the literacy landscape around them. Schedule routines and transitions in the ECE program also contribute to creating a relaxing environment" (Viji, 2018).



"Quality Early Childhood Education may significantly contribute to a child's physical, psychomotor, cognitive, social, and emotional development, as well as the child's ability to learn new languages and become an early reader and writer. A child's development accelerates dramatically throughout the first eight years of life. Up to the age of eight, the brain's potential for optimum development is at an all-time high, thanks to the exponential growth of neural connections during the first three years of life.

The long-term success of both individual children and the community as a whole depends on making the most of this unique window of opportunity. The human brain continues to grow well after birth as a consequence of exposure to and interaction with the environment; in fact, early experience has a higher effect on development than does genetics.

Elementary Education

The SSA aims to drastically decrease, if not completely eradicate, the dropout rate for both boys and girls across all socioeconomic strata. In 2003–2004, this was close to 31% nationally and significantly higher in certain states.

It's great that the government has recognized the need of providing a basic education to all children and is taking steps to make that a reality for as many youngsters as possible. Alongside this, however, it is of the highest need to devise a system or appropriate a measure that gives top priority to the students who are not continuing their education or who are dropping out before finishing it. The Sarva Shiksha Abhiyan (SSA) has given this a high priority, and it seems to have paid off so far.

Recently, family remittances have increased thanks to the Employment Guarantee Scheme. Crèches for children in the workplace have made it easier for women to enter the workforce, and they have drastically decreased the burden on young girls who would otherwise be expected to care for younger siblings. The time has come for women to exercise their abecedarian right and enrolls in and completes courses at the academy. The midday mess idea was also used by the faraway government to increase alphabetic literacy. This is the monetary equivalent of providing lunch for all the seminary students. And there were two goals in doing this. Those women who were deemed unsuitable to take on any other task were assigned the duty of preparing nutritious and hygienic meals for the children of the aristocracy.

Elementary education and introductory knowledge

There are three main thrusts in abecedarian education that were highlighted in the 1992 revision of the National Policy on Education (NPE):

One-Stop Passport Check-In

Restricting minors everywhere (2)

Third, a dramatic improvement in teaching standards so that every kid can master fundamentals.

With regards to elementary schooling, the 11th Five Year Plan makes significant reference to the objective of the National Policy of Education through the Sarva Shiksha Abhiyan, the Mid-Day Meal Scheme, and the Teacher Education Programmes.

Project for Universal Education (Sarva Shiksha Abhiyan)

The gender and socioeconomic divides, as well as the powerhouse rates, have shrunk



as a result of the decrease in the proportion of children who do not attend seminaries. There are now many more teachers and educational institutions dedicated to the teaching of religion than in the past.

The Checks show that in 2002–2004, primary seminaries serviced 89% of the pastoral population, but certain gaps were bridged at the primary and upper-primary levels. While progress has been made in terms of getting new buildings up and running, there is still a significant backlog. Nearly eight out of ten kids are in a vulnerable position when it comes to achieving Education goals and addressing challenges like improving quality, closing socioeconomic divides, and narrowing inequalities across states, districts, and classrooms.

In order to achieve the goal of universalizing abecedarian education, it is necessary to additionally provide for children who have special needs (CWSN) in their classrooms. Nearly all of the orders' kids need to be included in primary school programs. The next stage of SARVA SHIKSHA ABHIYAAN will focus on improving the quality of education in order to increase educational achievement.

In order to close the gender gap, we must place a greater premium on girls' education, with a dual emphasis on quantity and quality. Opportunities for public-private partnerships may arise in the form of girls' education programs, allowing for the consolidation of funds necessary for the establishment of new girl's seminaries or the improvement of existing girl's seminaries at the upper-primary and secondary levels to enhance the school's physical structure and installations, such as its library,

laboratories, and athletic facilities, all of which contribute to the students' intellectual and physical growth and development. The goal of the 2 percent education cess is to help fund the Sarva Shiksha Abhiyan, which aims to provide an alphabetic education to all children in the 6-14 age range by 2010. More secondary level seminaries are needed throughout India. Only 76% of homes in 2002–04 had access installations in the upper primary training within a 3-kilometer compass, highlighting a persistent problem. Under the Sarva Shiksha Abhiyan, the number of schools has increased dramatically.

CONCLUSION

Preschools in the modern day place a strong emphasis on providing its instructors with extensive professional development opportunities. Preschools, in addition to the instructors, have a rather robust system of monitoring and feedback on the activities. They've got a solid plan in place for evaluating projects on time. This makes sure that preschools don't waste time doing the same things again and that children get the most out of the short time they have there. The approach benefits the youngster by providing more opportunities for practice and facilitating the acquisition of new skills at a quicker rate. Teachers are in a better position to provide constructive criticism to parents when they have a framework within which to educate. Rapid progress is made possible by the open lines of communication between the school's staff, administration, and parents. There is no longer a need for a monitoring system since today's educators are highly qualified and responsive. When compared to times past, the level of parental



involvement is much positive. When it comes to school events and activities, parents are always eager to lend a hand and become involved. Few parents take an active interest in the school's daily operations and provide helpful feedback whenever it's requested. Preschool parents often have many questions regarding their child's development, including their child's learning style, memory, and reaction time. The educators at the preschool meet this need admirably. The majority of parents also feel confident that modern preschools are prepared to foster their child's growth and development.

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