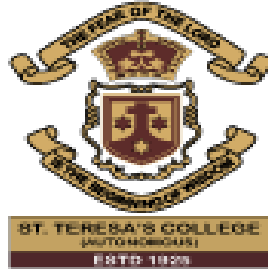


**AWARENESS ON ECCE (NEP 2020) AMONG PARENTS OF
PRE PRIMARY STUDENTS**

Dissertation submitted to

**ST.TERESA'S COLLEGE (Autonomous)
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**In partial fulfilment of requirement for the
THE AWARD OF THE DEGREE OF MASTERS OF SCIENCE
IN**

**M.Sc. HOME SCIENCE (BRANCH A) CHILD
DEVELOPMENT**

By

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June 2022

CERTIFICATE

This is to certify that the thesis entitled “ Awareness on ECCE (NEP 2020) among parents of pre primary children” is a research work carried out by SANDRA SIVADAS under my guidance and supervision.

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DECLARATION

I hereby declare that this dissertation entitled “Awareness on ECCE (NEP 2020) among parents of pre primary children “ is a bonafide record of research work done by me under the guidance and supervision of Dr. Nisha vikram and has not been previously submitted by me for the award of degree, diploma or recognition elsewhere.

Place: Ernakulam

SANDRA SIVADAS

Date: 06/06/2022

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INTRODUCTION

CHAPTER 1

INTRODUCTION

“The goal of early childhood education should be to activate child & own natural desire to learn”

Maria Montessori.

Early Childhood Care and Education (ECCE) is widely acknowledged as a critical component of all Children’s education. As a result, countries have been pursuing it aggressively. Progress toward securing Early child care education (ECCE) is visible in many countries throughout the world after many attempts. However, the majority of them were unable to do so completely. Due to a lack of resources, poor planning, and poor execution, this aim was not met or its quality was degraded. Inadequate implementation tactics; especially in a country as large and populous as India. Anganawadis (courtyard centers operated under the government’s flagship, Integrated Child Development Services (ICDS) scheme), Balawadis, Crèches, Playschools, Nurseries, and Preschools are some of the terms used to describe these programs. Further, Lower Kindergarten (LKG) and Upper Kindergarten (UKG) classes exist in some government, aided, or private primary schools. The many terminologies used to describe ECCE reflect differences in service focus and delivery.

The Integrated Child Development Services (ICDS), a centrally funded and state-managed early childhood development programme, provides pre-school education as one of six basic services (along with immunization, health check-ups, referrals, food supplementation, and growth monitoring and health and nutrition education) through 1.37 million Anganawadis centers across India.

The Indian government adopted the National Early Childhood Care and Education (ECCE) Policy in 2013, recognizing the importance of investing in early childhood

development, including early childhood education (ECE), and its impact on lifelong development and learning, as well as breaking the intergenerational cycle of inequity and disadvantage. The Policy is accompanied by a National Early childhood care education Curriculum Framework and Quality Standards.

According to surveys, over eight out of ten children aged three to six are enrolled in some type of Early child care Education programme; nevertheless, there are significant differences between states (Uttar Pradesh with the lowest participation at 43.7 percent and Karnataka with the highest participation percentage of 86.6 percent).

In 2017, Lower primary section saw an increase of 14,268 students and 8,070 in government schools alone compared to the enrolment of previous year. It is a known fact that the number of children is decreasing over the years due to the demographic transition of low birth rate in Kerala. Still the enrolment in public schools increased mainly because of the shift of students from unaided schools. Kerala has achieved the distinction of having the lowest dropout rate of school students among the Indian States. In the year 2016-17, dropout ratio among school students in Kerala was 0.22 percent. The dropout ratios in lower primary stage and high school stage are higher compared to that of the UP stage. Dropout rate is highest among high school students. A positive change has happened in terms of enrolment of students in government and government aided schools. In 2017, LP section saw an increase of 14,268 students and 8,070 in government schools alone compared to the enrolment of previous year. It is a known fact that the number of children is decreasing over the years due to the demographic transition of low birth rate in Kerala. Still the enrolment in public schools increased mainly because of the shift of students from unaided schools.

The updated census taken by the education ministry in Kerala reveals that there is an increase in enrollment ratio from 2013-14 to 2017-18 (1240143 to 1282369). The enrollment ratio of Trissur district in the year 2017-2018 is 56266 (boys) and 56572 (girls).

These statistics indicate that the number of children is decreasing due to demographic transition in Kerala and the number of children admitted to preprimary classes are declining due to the unawareness in early child care and education. Still there are dropouts from school even though the statistics indicate Kerala has the lowest dropout ratio compared to other states. The target of the (National education policy 2020) is to increase the gross enrollment ratio by 2030 therefore the participation of parents should be strengthened through awareness sessions.

The Ministry of Education issued the new National Education Policy in July 2020, which states that schooling begins at the age of three with the inclusion of ECCE. “Universal supply of high-quality early childhood development, care, and education must be realized as soon as practicable, and no later than 2030, to ensure that all pupils entering Grade 1 are school-ready,” the policy declares.

The foundational stage of school is defined as the three years of ECCE and the early primary grades (Classes 1 and 2) as a learning continuum. Anganwadi facilities in communities, Anganawadis centers on school grounds, pre-primary sections in schools, and standalone pre-schools are among the four models recommended by the NEP 2020 for implementing quality ECCE. (UNICEF)

The National Early Childhood Care and Education (ECCE) Policy (GOI, 2013b) and the National Early Childhood Curriculum Framework (GOI, 2013c) promote the holistic development of children. Despite its earnest intention, it has remained a “hardly known document” (Pandya, 2018). The envisioned ECCE curriculum appears too standardized, losing sight of the need for local contextualization. The National education policy focuses on primary education hence the early child care education is given greater significance. School enrollment, pre-primary (% gross) in India was reported at 61.09 % in 2020, according to the World Bank collection of development indicators, compiled from officially recognized sources.

This study focus on the awareness among parents of preprimary students about ECCE in NEP. Even the parents if rural areas are literate they are not aware about the importance of ECCE.

Various government measures have made early childhood education more accessible, yet it is still of poor quality. A portion of the future branded preschools will use the ECCE curriculum and focus on early learning that is coordinated with the developmental milestones of the children. However, in our country, there is no uniform curriculum for preschool learning, and the majority of teachers continue to use formal informative teaching methods, with activities that are developmentally inappropriate. The socio-emotional aspect is entirely overlooked. Children are not evaluated based on their ability to acquire abilities in all areas of their development. This increases the risk of missing developmental and behavioral abnormalities during these formative years, when early intervention can help close the gap.

The parents are unaware about the usage of regional language till class eight. The study shows that 61 percent of children are admitted to private elementary sectors where the English language used as mandatory. The awareness of parents on ECCE in NEP 2020 play a crucial role in the development of a child. Therefore this study has greater significance.

Relevance of the study

Assessing the importance and critical nature of the tender years of learning (0-8 years) have been rightly stressed in our present and new education policy to include ECCE in all the country's schools. National Education Policy2020 lays emphasis on developing strong foundational literacy and overcoming the shortfalls of ECCE existing in our country Primary grade enrollment witnessed steady decline from

2013 to 2018 This observation is in line with the Economic Survey of India 2018-19. The survey notes that India is set to witness a sharp slowdown in population growth in the next two decades. The 0-19 age bracket has already peaked due to sharp decline in total fertility rates (TFR) across the country. Even the drop out ratio in Kerala is minimal when compared to other states the Kerala has to achieve no dropout ratio.

The study titled awareness on ECCE (NEP 2020) among parents of preprimary children has greater significance because the government of India in National Education Policy 2020 seeks to make it possible for parents to become more actively involved in the education system. The mission and goals of a high-quality preschool is not to educate for formal learning in reading, writing, and number work, but rather to teach for informal learning in reading, writing, and number work. Assist young children in learning by using developmentally appropriate practices or informal activities.

The misconceptions about the ECCE and unawareness about the facilities provided through ECCE, learning methods adopted according to the holistic development of children, new NEP policies can be rectified through this study.

Aim

To find out the awareness of parents regarding ECCE and NEP 2020 and creating awareness on the various points relevant to ECCE.

Objectives

- To evaluate the awareness on NEP among parents of preprimary students.
- To give awareness on NEP for ECCE through awareness sessions.
- To evaluate the feedback of the awareness session.
- To evaluate the post awareness after awareness class on NEP.

**REVIEW OF
LITERATURE**

CHAPTER 2

REVIEW OF LITERATURE

Review of literature for the topic” A study on awareness on Ecce in NEP 2020 among the parents of pre primary students is discussed under the following subheadings.

2.1 Definitions

2.1.1 NEP 2020

2.1.2 Ecce

2.3 concept of ecce

2.4 Role of Ecce in NEP 2020

2.5 pedagogical framework of Ecce and its implementation

2.6universalisation of Ecce

2.7preparatory class for children

2.8Holistic development of child

2.9 Multilingualism

2.10 Inclusion of children with special needs and learning difficulties

2.11 qualification needed for Anganwadi teacher

2.12Need for awaring parents about new policies

2.13Awaring parents through research

2.14 Related research

2.1 Definitions

2.1.1Nep 2020

National Educational Policy (NEP): The Union cabinet paved the way for transformative reform in the school and higher education system by launching the New National Education Policy (NEP) on 29th July 2020. They also renamed MHRD as the Ministry of Education. After the old national education policy which was launched way back in 1986, this is the first education policy of the 21st century that has replaced the 34 years old education policy. The new NEP is based on four pillars which are Access, Equity, Quality, and Accountability. In this new policy, there will be a 5+3+3+4 structure which comprises 12 years of school and 3 years of Anganwadi/ preschool replacing the old 10+2 structure. (Edke, 2022)

1. The new education policy will give importance to student's practical knowledge instead of just pushing them towards rote learning. It will help students to develop scientific temper from a young age.
2. The NEP aims to make it easier to set up new quality higher educational institutes which will be at par with the global standards.
3. Since NEP will make it easier for foreign colleges to set-up their campuses here, many students who are unable to go abroad due to multiple reasons will be able to experience it and global exposure will promote value based education.
4. By 2030 one large multidisciplinary college in every district by 2030 all higher education institution will become multidisciplinary institution will become not and each of them will at least has an enrollment of 300 students by 2030 be at least are large multidisciplinary HEI in as near very district its aim is to increase the gross enrollment in higher education including vocational education. (Wankhade,2020)

2.1.2 Ecce

Early Childhood Care and Education (also known as pre-primary or pre-school education) is traditionally used to describe the education of children aged three to six years. In India, the current state of education for this age group falls reflects the difference of urban and rural settings. The preschools of urban areas have pre-determined curricula and cover topics from such as letters of the alphabet and numbers up to 100 along with some activities focusing on sensorial development such as clay modelling, art and craft etc., On the other hand, in rural areas, early childhood education is restricted only till Anganawadis where teaching is limited to storytelling and the teaching of a few songs and poems. In fact, as a society, we seemed to be totally unsure about what and how this age group should be taught. This lack of clarity was mirrored in our pre-schools of both urban and rural settings (Nimkar, 2020).

Early Childhood Care and Education (ECCE) as an important support programme is of crucial significance for the survival of children, particularly those coming from the under privileged sections of the society. Under the guidance of trained personnel one can expect optimum growth, development and learning on the part of the child. The concept of ECCE being a comprehensive one includes in itself health and hygiene, nutrition, development of cognitive, physical, social and emotional aspects as well as care and stimulation from birth to entry into primary school.

Undoubtedly ECCE interventions play an important role in improving the present well-being and future development of children. (Guptha, 2009)

2.3 Concept of Ecce

Pre- School or Early Childhood Care and Education refers to a wide range of programs, all aimed at the physical, cognitive and social development of children before they enter primary school- theoretically from birth to about age 7 or 8. It is a preparatory stage for primary education, to ensure better foundation for all round

development. Early Childhood Care and Education (ECCE) makes a positive contribution to children's long term development and learning by facilitating an enabling and stimulating environment in these foundation stages of lifelong learning. It requires that young children be provided opportunities and experiences that lead to their all-round development. Alongside with health and nutrition, learning is also equally important. Learning at the early stage must be directed by the child's interests and priorities, and should be contextualized by her experiences rather than being structured formally. Playing, Music, Art and other activities using local materials along with opportunities for speaking, listening and expressing themselves, and informal interaction are essential components of Early Childhood Care and Education. (Achumi, Joseph 2022)

The NEP 2020, according to the ministry of human resource development, intends to improve children's overall learning, development, and well-being through Ecce. The following are the most important findings of the NEP 2020: Over 85% of a child's total brain development happens before the age of six, emphasizing the crucial need of proper brain care and stimulation in the early years for healthy brain development and growth. Currently, millions of young children, particularly those from low-income families, do not have access to high-quality ECCE. Strong ECCE investment has the ability to provide such access to all early children, allowing them to engage and thrive in the educational system for the rest of their life. Universal access to high-quality early childhood development, care, and education (MHRD 2019).

ECCE should ideally include alphabets, languages, numbers, counting, colors, shapes, indoor and outdoor play, puzzles and logical thinking, problem-solving, drawing, painting, and other visual art, craft, theatre and puppetry, music, and movement. It also emphasizes the development of social skills, such as sensitivity, good behavior, civility, ethics, personal and public hygiene, teamwork, and cooperation. The overarching goal of ECCE will be to achieve optimal results in the areas of physical and motor development, cognitive development, socio-

emotional-ethical development, cultural/artistic development, and communication, early language, literacy, and numeracy development. (NEP 2020)

2.5 pedagogical framework of Ecce and its implementation

The education ministry would be responsible for ECCE curriculum and pedagogy to maintain continuity from pre-primary to primary school. The ministry of education, the WCD, the Ministry of Health, and the Ministry of Tribal Affairs will collaborate on the creation and implementation of the Ecce curriculum. Ncert has developed a curriculum for 3 year old preschoolers that focuses on their entire development. Teachers, stakeholders, and states are all focused in this curriculum. This pedagogy calls for the development of a monitoring tool to track children's progress and the successful implementation of the programme. Ncert also provides a document called Preschool Education Guidelines, which can be used by Anganawadis and preschool centers to create high-quality preschool education programs. (MHRD 2019)(NEP 2020).

This strategy proposes to replace the existing 10+2 structure in school education with a new 5+3+3+4 pedagogical and curricular restructure spanning the ages of 3-18(Kaur, RAINA 2020). ECCE from the age of 3 is also incorporated in the new 5+3+3+4 framework, which aims to improve overall learning, development, and well-being for children (Siraj-Blatchford, Mogharreban et al. 2016). The NEP 2020 curriculum and pedagogical structure is made up of the Foundational Stage (three years of Anganwadi /pre-school and two years of primary school in Grades 1-2, both together covering ages 3-8), the Preparatory Stage (Grades 3-5, covering the ages of 8-11), the Middle Stage (Grades 6-8, covering the ages of 11-14), and the Secondary Stage (Grades 9-12, covering the ages of 13-16). (Grades 9-1(Lata, P., Mishra, M., Chopra, P., & Rani, M. R., 2022)

Curricula of Ecce NEP 2020

The education shall be all round, play based, integrated, experiential, flexible and contextual.

- Play as the basis of learning
- Arts as the basis of education
- Recognition of the special features of children's thinking
- Experience of familiarity and challenge in everyday routines
- Mix of formal and informal interaction
- Blend of the textual (basic literacy and numeracy) and the cultural
- Use of local materials, arts, and knowledge

Developmentally appropriate practice, flexibility and plurality, Health, well-being, and healthy habits. The curriculum address the following interrelated domains of holistic development through an integrated and play based approach:

Physical and Motor Development: Gross motor skills; coordination of fine muscles with dexterity; eye hand coordination; sense of balance, physical co-ordination and awareness of space and direction; nutrition, health status and practices.

Language Development: Listening and comprehension; oral skills/ speaking and communicating; vocabulary development; pre- literacy/ emergent literacy skills phonological awareness; print awareness and concepts; letter- sound correspondence; recognition of letters; building words and sentences and early writing. Introduction to language of school transaction.

Cognitive Development: Development of various concepts including pre number and number concepts and operations (knowledge and skills related to comparing, classification, seriation, conservation of space and quantity, one to one correspondence; counting) spatial sense; patterns and estimations in measurement; data handling; skills related to sequential thinking, critical thinking, observing, reasoning and problem solving; and knowledge about concepts and physical, social and biological environment.

Socio- Personal and Emotional development: Development of self-concept; self-control; life skills/ self- help skills; habit formation; initiative and curiosity;

engagement and persistence; cooperation; compassion; social relationships; group interaction; pro- social behavior; expressing feelings; accepting other feelings.

Sensorial Development: Development of the five senses through visual, auditory and kinesthetic experiences

Development and Creative and Aesthetic Appreciation: Exploring different art forms, develop dispositions, expression and appreciation for artistic, dance/ drama and musical activities. (Achumi & Joseph 2022)

2.6. Universalization of Ecce

The primary goal, according to the revised NEP 2020, will be to provide universal access to high-quality ECCE across the country in a progressive way. Districts and locations that are extremely socioeconomically deprived will receive special attention and priority. ECCE will be delivered through a greatly expanded and enhanced system of early-childhood education institutions, which will include

- (a) Stand-alone Anganawadis;
- (b) Anganawadis that are co-located with primary schools; and (c) Anganawadis that are co-located with secondary schools.
- (c) co-located pre-primary schools/sections with existing primary schools for children aged 5 to 6 years; and
- (d) Stand-alone pre-schools, all of which would hire workers/teachers who had received specialized training in the ECCE curriculum and pedagogy.

Anganwadi Centers would be reinforced with high-quality facilities, play equipment, and well-trained Anganwadi workers/teachers to ensure universal access to ECCE. Every Anganwadi shall be housed in a well-ventilated, well-designed, child-friendly, and well-built structure with a stimulating learning environment. In order to make the transition from Anganwadi Centers to primary schools as seamless as possible, children in Anganwadi Centers will go on activity-

filled tours and meet the instructors and students of their local primary schools. Anganwadi children, parents, and teachers will be welcomed to attend and participate in school/school complex programs, as well as vice versa. (MHRD 2019)

2.7 preparatory class for children

A preparation class was also proposed in the new NEP 2020. It is anticipated that before to the age of 5 every child will move to a “Preparatory Class” or “Balavatika” (that is, before Class 1), which has an ECCE-qualified teacher. The Preparatory Class's learning will be predominantly play-based, with a focus on the development of cognitive, emotional, and psychomotor abilities, as well as early literacy and numeracy. In primary schools, the noon meal programme will be extended to the Preparatory Classes. Preparatory Class pupils of Anganwadi as well as primary schools would have access to health check-ups and growth monitoring that are accessible in the Anganwadi system. (MHRD 2019)

2.8 Holistic development of child

As per the census 2011, the population of 158.7 is in the age group of 0-6 years and to cater them is a challenge (ECCE Policy, 2013)

Early childhood educators are being challenged to integrate a teaching practice that focuses less on the traditional milestones of academic development and more on a child's complete physical, emotional, and psychological wellbeing as a result of global research emphasizing the importance of holistic approaches to education (UNESCO, 2002)

Human development encompasses cognitive, social, cultural, physical, emotional, and spiritual components. Rather than emphasizing the development of isolated abilities, the early childhood curriculum adopts a model of learning that weaves together intricate patterns of linked experience and meaning. At any one time, the child's entire context, including physical surrounds, emotional context,

interpersonal interactions, and current needs, will influence and modify how a particular event contributes to the child's development. (MHRD 2019)

2.9 Multilingualism

Multilingualism and medium of teaching: The new policy encourages a three-language formula, with the child's mother tongue or regional language serving as the medium of education until Grade 5, and preferably until Grade 8. This is reinforced by the idea that the young brain's neuroplasticity requires less language input during the window period of 2–8 years, making it easier to acquire many languages while young. Learning to read and write in a second language after childhood, on the other hand, does not appear to be a good idea. As a result, the current dominant medium of teaching can be maintained until the curriculum for higher university education is available in the regional languages to which the kid has been exposed since childhood.

Language is not only the medium of instruction but it is the expression of an Individual, of a society and its collective continuity in culture.

- The science has proved that young children learn best through their local language, which is the language spoken at home and children between ages of 2 to 8 have an excellent capacity to learn multiple languages.
- NEP 2019 strongly suggests that the medium of instruction preferably till grade 8th or at least till grade 5th will be the home language/mother tongue/local language.
- Continuation of three language formula in its spirit to make students capable in communicating in multiple languages with required flexibility. Learning science bilingually, study of Sanskrit, study of foreign languages, standardization of Indian Sign Language. (chidrawa, 2020)

2.10 Inclusion of children with special needs and learning difficulties

Children with Special Needs (CWSN): According to the 2011 Indian census, there are 7,862,921 children with disabilities under the age of 19. The new approach deems such youngsters to be on par with other children in terms of receiving a quality education. This necessitates proper teacher training to deal with such students, as well as improvements in school facilities and multidisciplinary support services to accommodate them, lowering school dropout rates.

Gifted Children: According to the new system, rules for the education of gifted children will be devised, with a specialization incorporated in teacher training programs as well. Our country's official education strategy does not include gifted education, and programs for exceptional youngsters are uncommon. It is critical to recognize talented children as early as the foundational level, as they require a stimulating curriculum to match their abilities; otherwise, they would underachieve in the undemanding ordinary curriculum. NEP 2020 promotes talented children as it moves away from the existing rote curriculum and toward one that emphasizes critical and analytical thinking.

Inclusion of children with particular learning disabilities in NEP 2020: The policy assures inclusive education and special educator training for children with specific learning disabilities. Although this has consequences in later school years, it is critical to recognize the early signs of learning difficulty during the foundational period. Difficulty with phonological awareness, letter-sound knowledge (understanding grapheme-phoneme sequence), recurrent problems with speech sound disorders, and proper usage of morphemes are all early symptoms of learning disability. Instead than waiting for the child to fail, early detection aids in early intervention, which has better outcomes.

2.11 qualification needed for Anganwadi teacher

According to the NEP 2020 the qualification needed to produce an initial cadre of high-quality ECCE instructors in Anganawadis, present Anganwadi workers/teachers would be taught through a systematic effort in accordance with the curricular/pedagogical framework developed by NCERT.

Anganwadi workers/teachers with 10+2 or higher educational qualifications will receive a 6month certificate in ECCE, while those with lesser educational levels will receive a 1 year diploma encompassing early literacy, numeracy, and other key areas of ECCE.

These programs can be delivered in a digital/distance format via DTH channels and cellphones, allowing teachers to get ECCE credentials while keeping their current jobs

According to NEP 2020, present Anganwadi workers/teachers would be trained in a systematic effort in accordance with the curricular/pedagogical framework defined by NCERT in order to prepare an initial cadre of high-quality ECCE instructors in Anganawadis. Anganwadi workers/teachers with 10+2 or higher educational qualifications will receive a 6-month certificate programme in ECCE, while those with lesser educational levels will receive a one-year diploma encompassing early literacy, numeracy, and other key areas of ECCE. These programs can be delivered in a digital/distance mode via DTH channels and cell phones, allowing teachers to earn ECCE credentials while continuing to work. Cluster Resource Centers of the School Education Department would supervise the ECCE training of Anganwadi workers/teachers. (MHRD 2019)

2.12 Need for awaring parents about new policies

In India, parents' roles in ensuring widespread access to ECEC appear to be mainly undervalued. Although existing ECEC programs, such as the Integrated Child Development Scheme (ICDS), included activities such as

(i) Eliciting community support and participation in the program's administration, and

(ii) visiting homes to educate parents to enable them to play an effective role in their children's growth and development (Govt. of India, 2011), parents should be aware of the new national education policy 2020 and the new policies introduced by the government for children's holistic development and the quality education of them.

From birth to three years of age: According to the policy, a curricular framework will be designed for the care of children from birth to three years of age. This seeks to take advantage of the young brain's rapid growth by offering appropriate stimulating experiences. Strengthening the Rashtriya Bal Swasthya Karyakram (RBSK) programme, which involves early detection and intervention of children with developmental impairments, is one way to accomplish this.

Therefore this study helps parents to become aware of early childcare education of preschool children. Parents from low-income families are expected to recognize the importance of current reforms such as curriculum overhaul, teacher training, and activity-based learning in schools.

The Ministry of Women and Child Development claims that Parental participation and involvement are equally crucial in the creation of an effective Early Childhood Care and Education Program. The programme recommends that early childhood staff form an ongoing positive partnership with parents through frequent and positive ECCE center to home communication in the form of sharing progress reports, holding conferences, sending personal notes, and keeping parents up to date on events and activities, among other things. ECCE teachers/caregivers should actively seek parental support by demonstrating how they may work with their children at home to reinforce what they learn at the ECCE center. If these guidelines are followed, parents will feel more secure and at ease, which will inspire them to become more involved in their children's lives.

The National Education Policy (NEP)-2020 has appeared as a Charter of commitment for proper dignified and quality inclusion of SCs STs OBCs Divyang girl, women and various other forms of marginalities that have emerged in our society due to various socio-economic, historical, cultural and developmental reasons. It is declared in the NEP that successful ongoing programs and policies will continue and along with some new efforts will also be added to bring educational inclusion of SCs, STs, OBCs, Divyang and Other Socio-economic disadvantageous groups. The category SEDG (Socially-economically disadvantaged groups) appropriately deals with caste based inequalities which causes marginalization of few groups in the educational landscape of our country.(Nand, R. (2020).

2.13 Awaring parents through research

The Indian education system is obligated to assure “accessibility” to the “quality” preschool education for all children. National Education Policy (NEP) 2020 has emphasized this endeavor loudly and provided clear directions to bring quality in preschool education through effective implementation strategies. Route to this, trained and motivated preschool teachers are considered as the key factor for quality assurance. Diversity of the Indian society (language, culture, and socio-economic status), variety of preschool service providers, different models of preschool education system, uneven salary structure, and workload, shortage of support system, huge teacher children ratio, and unregulated sector of teacher preparation are the upfront challenge for the quality of preschool teachers and teacher education. Recruitment of trained preschool teachers, assured career growth, performance-based promotions and salary structure, regulated teacher preparation programs, adherence to the other quality standards for preschool education, digital/distance mode of obtaining required qualifications, and development of strong mechanism for monitoring; supervision as well as on-site mentoring of preschool teachers are some of the major milestones set by the government in the policy. With all this, most Studies of student learning outcomes show that children who fall behind early in school tend to stay behind throughout their school years.

In India, there is currently a major learning crisis, with children enrolling in primary school but failing to achieve even fundamental abilities such as foundational literacy and numeracy," according to the Kasturigan committee in the NEP 2020.

Aside from access issues, quality issues like improper curriculum, a lack of competent and educated educators, and subpar pedagogy have only exacerbated the problem. Because the gap in grade school readiness is particularly noticeable between advantaged and underprivileged groups, it is critical to raise awareness of Ecce in NEP 2020 among parents through this research project. As stated in NEP 2020, the first six years of a child's life are extremely important. If children are properly schooled and given the appropriate opportunities and facilities throughout this critical era, they will be able to absorb knowledge and perceive their abilities. However, the parents of children from low-income families are unaware of their children's entitlement to education and the resources available to them.

2.14 Related research

The study was conducted by Lata, P., Mishra, M., Chopra, P., & Rani, M. R. Early Childhood Care and Education in National Education Policy 2020 under the title Quest for Strong Foundational Literacy concluded the earlier policies could not do much in the area of Early Childhood Care and Education and the result of this neglect is still instinctive in the form of poor learning outcomes at various stages of Education. National Education Policy 2020 lays emphasis on developing strong foundational literacy and overcoming the shortfalls of ECCE existing in our country. Therefore the study has greater significance to inform the parents about the National education policy 2020.

Another study conducted by Saravanabhavan, S., Parham, W., Ramganes, Balasaraswathi, in the topic M. Research and reflection on education indicates that the stakeholders like parents at home and teachers at school have to behave so that they become the role models for young ones to follow them. In this regard, we can

cite a study conducted by Saikat (2019) on 1373 households of West Bengal, India. He found that parental lower level of education is a key factor affecting poor or absence of preschool education among children. Hence it is required that the parents be made aware of the importance of pre-school education. There is a need for a structured and detailed educational training program to prepare teachers to understand each young child and plan and instruct accordingly.

This study also indicates that Awareness on ECCE and NEP among preschool parents have a major role in the current scenario.

METHDOLOGY

CHAPTER 3

METHDODOLOGY

The methodology followed for the study titled “Awareness of NEP 2020 among parents of pre-primary students in Trissur district is given under following headings.

3.1 selection of area

3.2 selection of sample

3.3 selection of Tool

3.4 Phase 1 study categorized to evaluating the level of awareness of parents on NEP 2020

3.5 Phase 2 Awareness session

3.6. Phase 3 collection of data

3.6.1 Feedback evaluation of awareness class taken by investigator.

3.7 Analysis and interpretation

3.1 selection of area

The study was done in Thrissur district. The investigator went to Anganawadis in rural areas of thalikulam, vadanapally, edasserry and natika in Thrissur district.

3.2 Selection of sample

A sample of 100 parents were selected from rural areas of Trissur district. The sample selected for the study was the parents of children in the age range of 3-8 years. The study focuses on the parents of pre-primary students.

The sample for the study was selected using purposive sampling technique. The samples were the parents of preprimary children in the age range of 3-8 years. . Most of the parents are literate in these areas but the awareness on NEP, ecce, learning method adopted in preschools was found to be very poor.

A purposive sample is a non-probability sample that is chosen based on demographic characteristics and the study's goal. The method selected for the study was questionnaire method. This method helps the investigator to know the level of awareness of each parent.

3.3 selection of tool

Questionnaire and feedback form was the basic tool used by the investigator. The questionnaire was a self-prepared one. All the questions used for pre evaluation are close ended questions and the post questionnaire consists of an open ended question. The questionnaire was given in Malayalam language.

The pre questionnaire was developed to evaluate the awareness of parents on the topic. To give awareness sessions on NEP 2020 and ECCE a video was developed and shown during the awareness session. The awareness of the parents after the awareness session was assessed through the feedback form collected. The pre questionnaire was distributed to the parents before the awareness session was done offline. The post questionnaire was distributed after the awareness session and feedback collected from the respondents.

3.4 Phase 1 study categorized to evaluating the level of awareness of parents on NEP 2020

Developing an appropriate tool makes a research more convenient. The tools used for this study includes. A questionnaire was developed by the investigator to evaluate the awareness on NEP among parents of preprimary students. The questionnaire was given in the format of multiple choices. The questionnaire was distributed to the parents before the awareness session.

3.5 Phase 2 Awareness session

A video was developed by the investigator for awaring the parents on new NEP 2020 and Ecce. The video developed by the investigator was showed through the TV's in Anganawadis. Then the awareness class was taken in Malayalam The class includes the topics about new structure of school education mentioned in Nep 2020,universalisation of Ecce, pedagogical framework, brain development of preschoolers, age of preschoolers to start education, importance of nutrition, new policies, new infrastructure provided in Anganawadis and preschools etc.

Phase 3 collection of data

Feedback evaluation of the awareness class given by the investigator

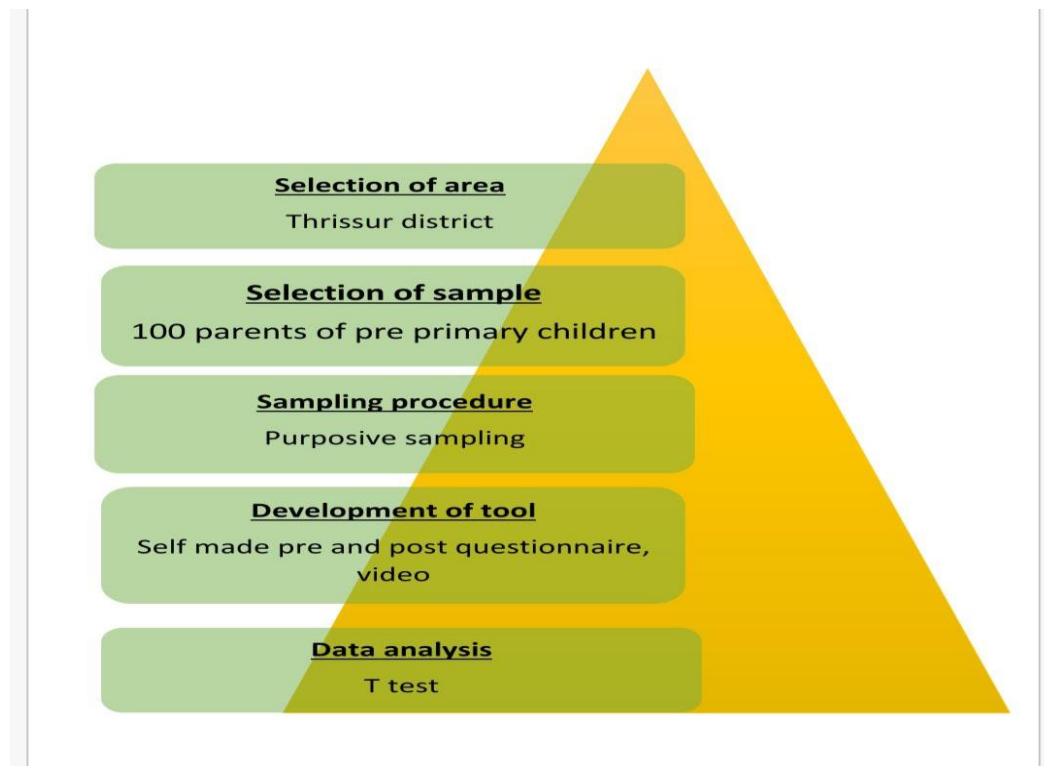
A post questionnaire was developed to evaluate the awareness class and to assess the level of knowledge of parents about NEP and Ecce after the class. The post questionnaire includes the questions about Nep, new structure of school education, preparatory class, holistic development of children, qualification needed for preschool teachers and Anganwadi teachers, goal of Ecce and Nep, multilingual class etc.

3.7 Analysis and interpretation

The data collected for the study was collected, tabulated, and analyzed in terms of percentage. A paired t test is used to compare the awareness score on NEP between

pre and post awareness of parents. The evaluation of pre questionnaire was done using percentage analysis. The post evaluation was also done in percentage analysis.

Figure 1 given below depicts the research design for the study titled “Awareness on ECCE (NEP 2020)among parents of preprimary children.



RESULT AND DISCUSSION

CHAPTER 4

RESULT AND DISCUSSION

The results of the study “Awareness on ECCE (NEP 2020) among parents of pre-primary children. The results are tabulated, illustrated and discussed.

4.1 Demographic profiles of selected parents

Section 1

4.2 Basic awareness of the selected parents on NEP 2020, ECCE, and preschool education

4.3 Awareness of parents on formal school education

4.4 Awareness of parents on developmental aspects and learning aspects of children

4.5 Interest of parents towards child's education

4.6 Satisfaction of parents towards current education system

Section 2

4.7 Awareness of parents on NEP 2020 after awareness session

4.8 Awareness of parents on ECCE

4.9 Awareness of parents on functioning of Anganawadis

4.10 Awareness of parents on structure of school education in each stage according to NEP 2020

4.11 Awareness of parents on class and age respective to each stage in NEP 2020

4.12 Awareness of parents on different terms mentioned in NEP 2020

4.13 Awareness of parents on development of child mentioned in NEP 2020

4.14 Awareness of parents on transition of children from Anganwadi to Pre School

Section 3

4.15 comparative study between pre and post questionnaire

4.1 Demographic profiles of selected parents

The table below consists general information of selected parents

4.1.1 a. Distribution of children based on age

Table 1

Demographic profile of selected parents

SL. NO	PARTICULARS	n% n=100
1.	Age of the child	
a)	3-6	60
b)	6-8	40

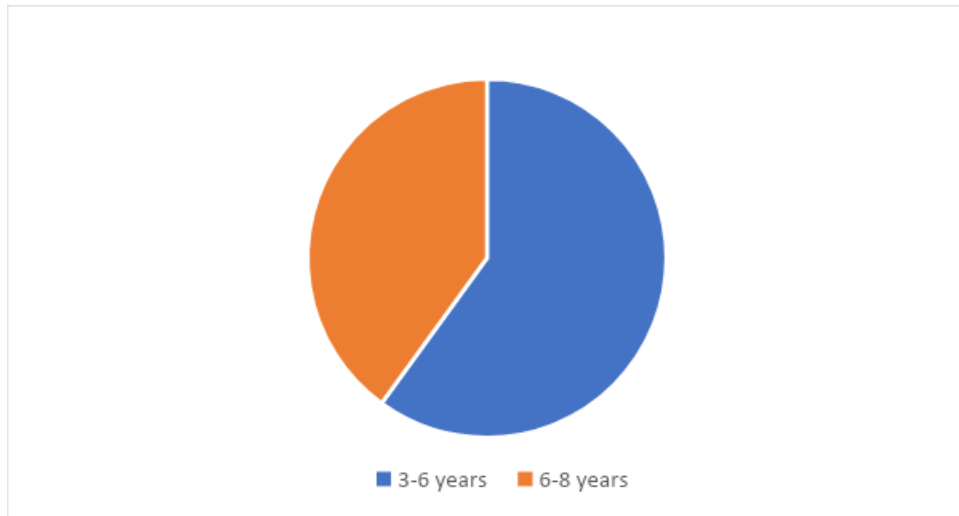


Figure 2

Age of children

From the table it is evident that sixty percent of children are from the age group of three to six years and less than 50 percent (40 %) from the age gap of six to eight years. It indicates that most of the parents above 50 percent have children from the age group of three to six and least parents less than fifty percent have children from the age group of six to five.

4.1.2 b. Distribution of parents based on area

Table 2
Type of area

	PARTICULARS	n% n=100
2.	Type of area	
a)	Rural	87
b)	Urban	13

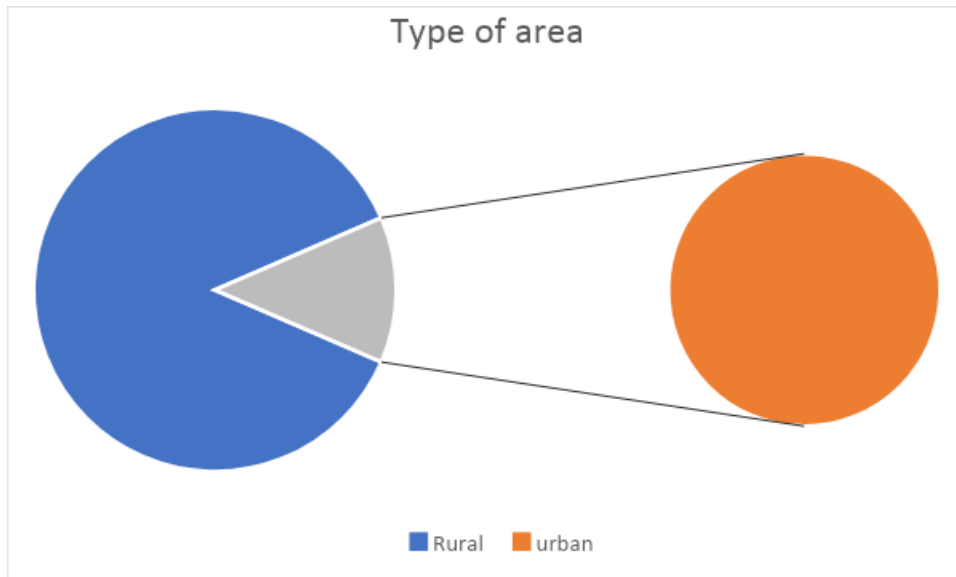


Figure 3
Type of area

The table 2 portrayed that eighty seven percent of the respondents were from the rural area and the thirteen percent were from the urban area. The figure indicates that most of the respondents were from the rural area and very least respondents

below fifteen percent were from urban area. The selection of area for sample selection was most from the rural area.

4.1.1 c. Distribution of parents according to the type of occupation

Table 3

Occupation of the parent

	PARTICULARS	n% n=100
3.	Occupation of the parent	
a)	Business	40
b)	Fisherman	25
c)	Others	35

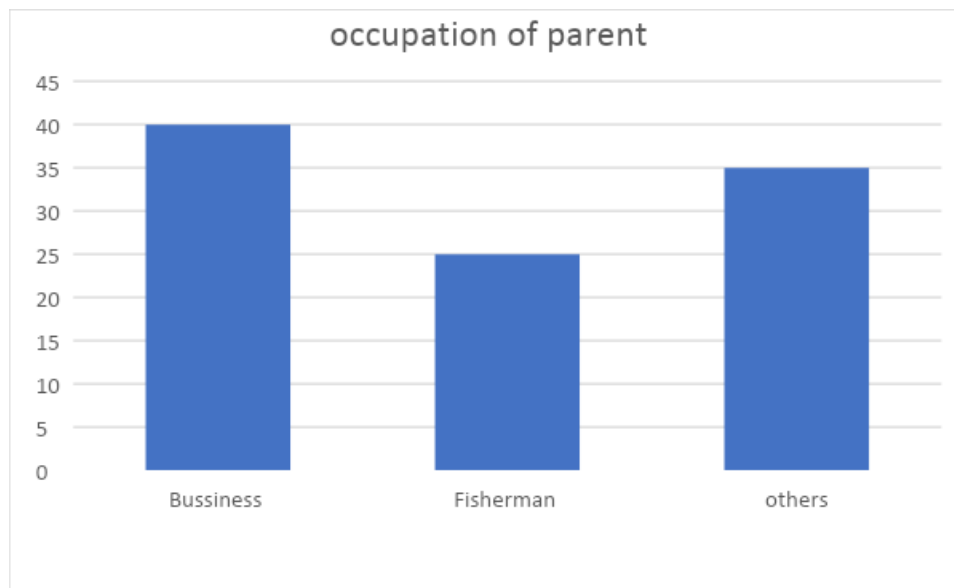


Figure 4

Occupation of the parent

From the table 3 it is evident that among respondents forty percent of the parents occupation was business and twenty five percent of the parents were fisherman and thirty five percent are occupied in other sectors. From the figure it is evident that most of the parents are occupied in business and least of the parents only twenty five percent is occupied in fishing and other thirty five percent is occupied in other jobs. The parents of preschoolers who take part in the study was mostly from the occupation of business.

4.1.1 d .Distribution of parents income

Table 4

Educational qualification of parents

	PARTICULARS	n% n=100
4.	Income of the parent	
a)	10000	77
b)	Above 50000	21
c)	Above 100000	2

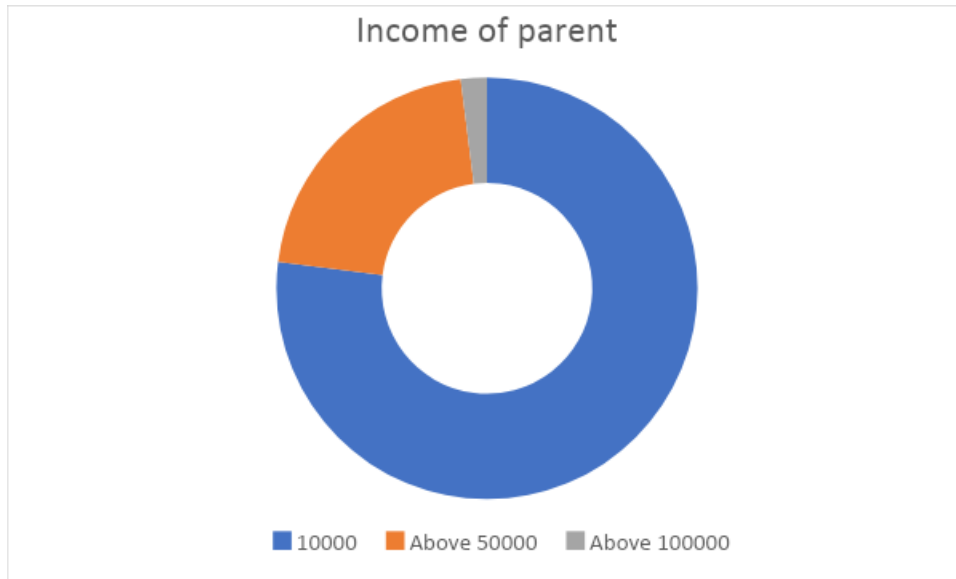


Figure 5

Income of parent

The seventy seven percent of the parent's income was ten thousand and twenty one percent were from income level above fifty thousand and two percent of respondents have income above 1 lakh. The figure indicates that most of the parents above seventy percent (77%) have income of ten thousand and only two percent have income above one lakh. This indicates that a major population which take part in this study have income below fifty thousand or having the income of ten thousand. This also depicts that the respondents from the rural area has low income level.

4.1.1 e Distribution of parents based on their education qualification

Table 5

Educational qualification of parents

SL. NO	PARTICULARS	n% n=(100)
5.	Educational qualification	
a)	Plus two	61
b)	Degree	30
c)	Others	9

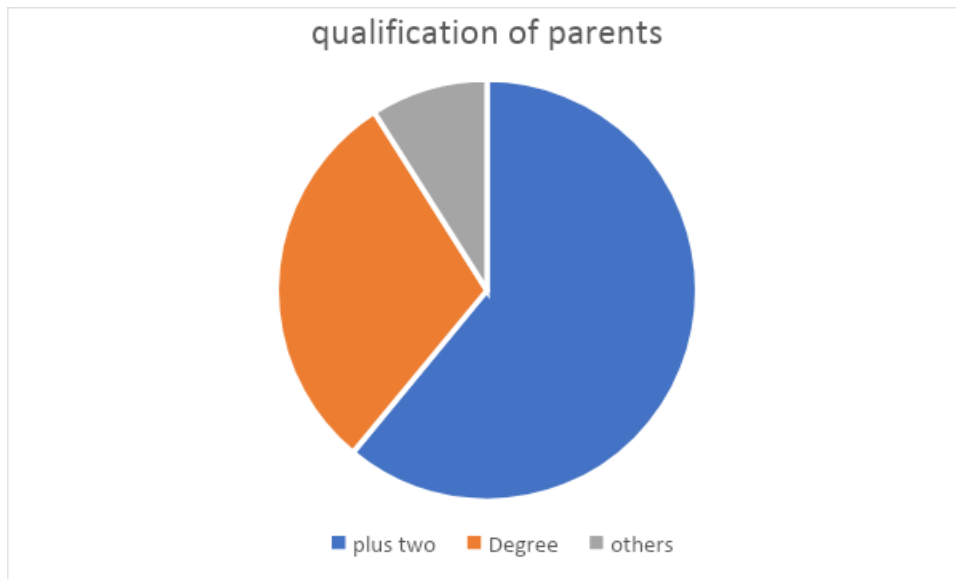


Figure 6

Qualification of parents

It is evident from the table 6 that sixty one of parents have the plus two qualification, and below fifty percent of the parents have degree qualification and nine percent have other qualifications. From the figure it is clear that above fifty percent (61%) have the qualification of plus two. The sixty one percent of the parents take part in this study was having qualification of plus two.

4.2 Basic awareness of the selected parents on NEP 2020, ECCE, and preschool education

The sections given below contains the details of the level of awareness of parents on the topic of NEP 2020, ECCE and pre school education.

4.2.1 Awareness of parents on NEP 2020

The awareness of parents on NEP 2020 is depicted in Table 2

Table 6

Awareness of parents on NEP 2020

SL. NO	PARTICULARS	RESPONSES (n=100)%	
		Pre -test	
		Have Awareness	Have no awareness
1.	Awareness of parents on NEP 2020		
a)	Full form of NEP	66	34
b)	Foundational stage according to NEP 2020	47	53

Figure 2 portrays the response of parents on awareness on NEP 2020

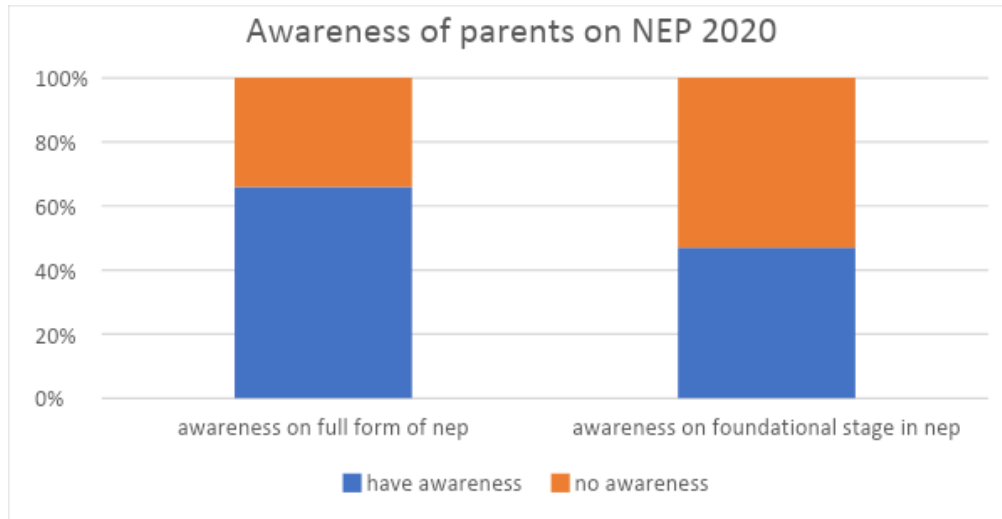


Figure 7

Awareness of parents on NEP 2020

From the table it is evident that the parents have some awareness in NEP sixty six percent of parents are aware about the full form of NEP 2020 and thirty four percent have no awareness in Nep. The response for the years in the foundational stage according to the new NEP was forty seven percent this indicates that most of the parents have no knowledge about the new structure of NEP 2020.

The figure 2 indicates that the parents have basic awareness about NEP 2020 but a minimal percent of the parents were unaware about the new structure of school education according to the NEP 2020. This depicts that the parents have a rot knowledge about NEP but detailed information about the topic is unaware for them.

4.2.2 Awareness of parents on ECCE and Anganawadis

The awareness of parents on ECCE mentioned in NEP 2020 is given in the following table

Table 7

Awareness of parents on ECCE and Anganawadis

SL. NO	PARTICULARS	RESPONSES (n=100)%	
		Pre-test	
		Have awareness	No awareness
1.	Awareness of parents on ECCE and Anganawadis		
a)	Full form of ECCE	13	87
b)	Main source of teaching in Anganawadis	85	15
c)	Facilities provided through Anganawadis	58	42

Figure 3 gives the response of parents about ECCE and Anganawadis

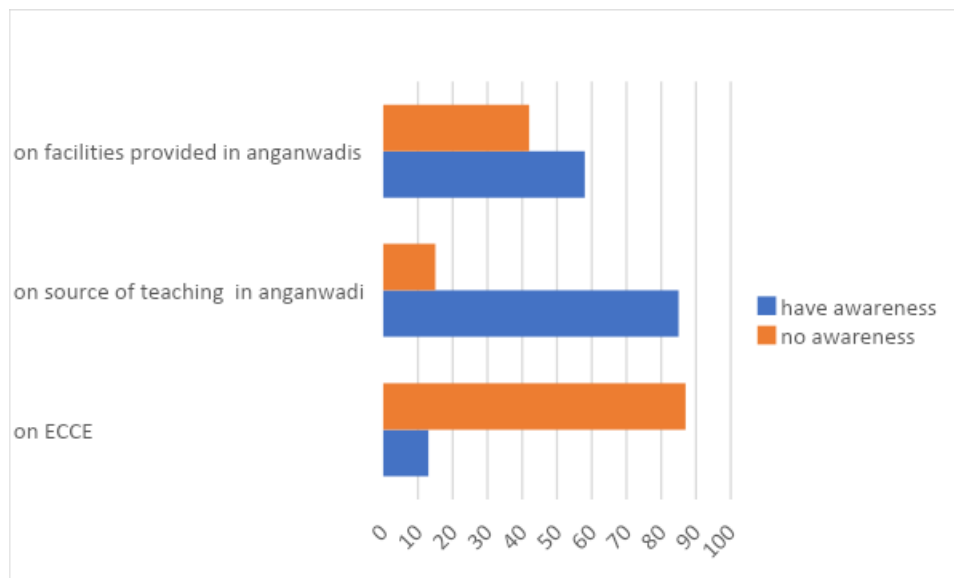


Figure 8

Awareness of parents on ECCE and Anganwadi

The Table 3 reveals that majority of the parents are aware about the teaching source of anganwadis eighty five percent of the parents responded correctly this indicates that above eighty percent were aware about the teaching sources provided in Anganwadis . fifty eight percent of the parents have the awareness in facilities provided through Anganwadi only thirteen percent have the correct awareness in the full form of ECCE.

Figure 3 indicates that the majority of the parents are aware about the source of teaching in Anganwadi and only few portion of the parents have the awareness on ECCE and facilities provided through Anganwadi. This data portrays that the majority of the parents (85%) were aware about teaching method followed in Anganwadis it implies that the parents have a smooth relationship and more accessibility with Anganwadis.

4.2.3 Awareness of parents on preschool education

The awareness of parents on pre school education of children is given below

Table 8

Awareness of parents on preschool education

SL. NO	PARTICULARS	RESPONSES n=(100)%	
		Pre-test	
		Have awareness	No awareness
1.	Awareness of parents on preschool education		
a)	Age of a child to start preschool education	66	34
b)	Type of learning preferred in preschool	56	44
c)	Age of a child to complete preschool education	18	82
d)	Medium of instruction in preschool	83	17
e)	Type of learning aids to be implement in preschool	91	9

Figure 3 depicts the response of parents on awareness on preschool education of children

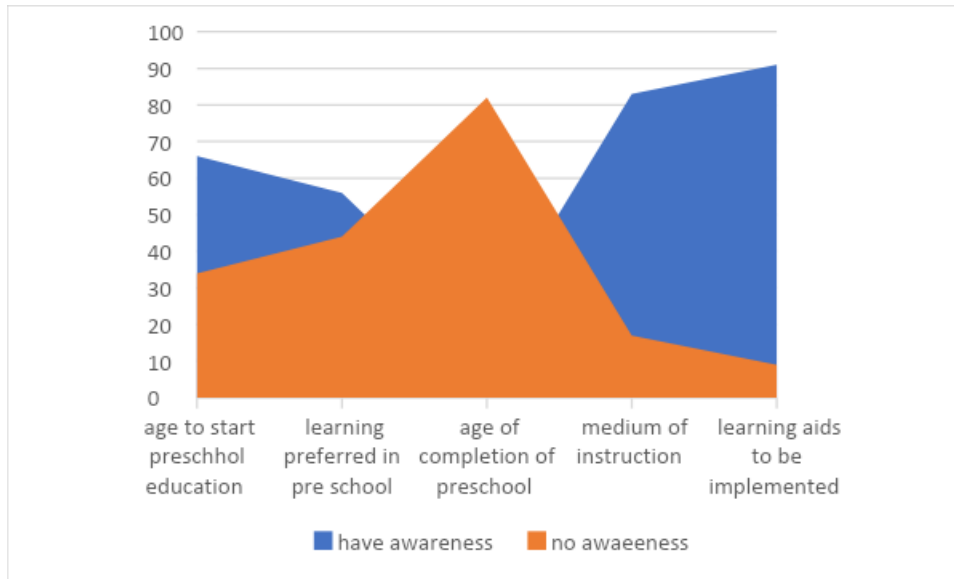


Figure 9

Awareness of parents on preschool education

From Table 4 it is evident that sixty percent of the parents were aware about the age of child to start preschool education and thirty four percent are unaware about it. Awareness of parents about the age to complete pre school education is only eighteen percent and eighty two percent were unaware about it. Fifty six percent of parents were aware about the learning preferred in pre school while thirty six percent were unaware about it. Eighty three percent have the knowledge about medium of instruction in preschool while seventeen percent were not aware about it. The ninety one percent of parents is aware about the learning aids implemented in preschool and nine percent of respondents were not aware about it.

The figure 4 shows that above fifty percent were unaware about the age of completion of pre school and majority of the parents are aware about the learning aids implemented in pre school and about the medium of instruction in preschool and age to start preschool education. This data implies that more than half of the parents were conscious about the age of the child for starting pre school education but less than twenty percent were aware about the age of completion of preschool education. A major portion of parents have good knowledge in learning aids to be

implemented in pre schools and medium of instruction used in preschools this reveals that major portion of parents have right knowledge in pre school education of children.

4.4 Awareness of parents on formal school education

The awareness of parents on formal school education of children are given in the following table.

Table 9
Awareness of parents on formal school education

SL. NO	PARTICULARS	REPOSSES n=(100)%	
		Pre-test	
		Have awareness	No awareness
1.	Age of a child to get admission in standard one	74	26
2.	Actual age of a child to start school education	39	61
3.	Type of teaching method followed in school	84	16

Figure 5 portrays the awareness of parents on formal school education of children.

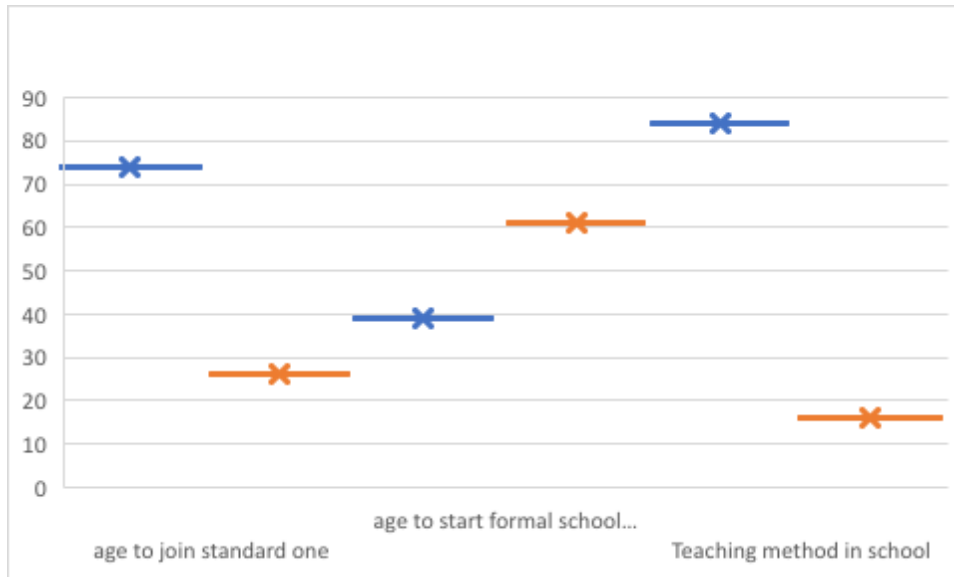


Figure 10

Awareness of parents on formal school education of children

From the table 5 it is evident that seventy four percent parents were about the age of a child to get admission in standard one while twenty six percent were unaware about it. Thirty nine percent were aware about the age of starting formal school education while sixty four percent were unaware about this. 84 % were aware about the teaching method in school while sixteen percent were unaware about it.

From the figure it is clear that majority of the parents have the awareness of teaching method adopted in school and age needed to get admission in standard one most of the parents were unaware about the actual age needed to start school education. This table depicts that major portion of respondents know the age needed for joining standard one but among these population most of them were unknown about school education starting age.

4.5 Awareness of parents on developmental aspects and learning aspects of children

The awareness of parents on developmental aspects and learning aspects of children.

Table 11

Awareness of parents on developmental aspects and learning aspects of children

SL. NO	PARTICULARS	RESPONSES n=(100)% Pre test	
		Have awareness	No awareness
1.	Awareness of parents on developmental aspects		
a.	Majority of the brain development occurring period	76	24
b.	Qualities acquired by child other than academics	84	16
c.	Activity based learning helps in the development	82	18
	Type of development expected from current education system	59	41
2	Awareness of parents on learning aspects		
A	Method preferred for teaching	60	40

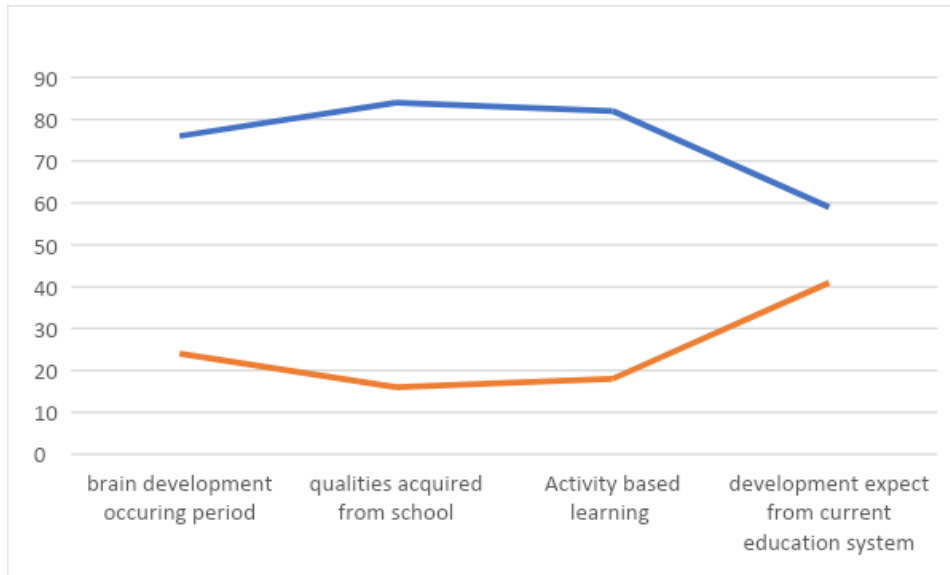


Figure 11

Awareness of parents on developmental aspects and learning aspects of children

From the table 6 it was evident that most of the parents are aware about the teaching aspects and developmental aspects of children. Above fifty percent of parents that is Seventy six percent parents were aware about the brain development occurring period while twenty four percent were unaware about it. Majority of the parents have accurate knowledge about the qualities acquired other than academics from school because eighty four percent responses were right and sixteen percent were wrong. Eighty two percent parents have the right awareness about the development acquired through activity learning. Fifty nine percent parents were aware about the development ensured through current education system. Sixty six percent of parents were responded correctly to the teaching method adopted for teaching children.

The figure 6 indicates that the majority of the parents have the right awareness in the developmental aspects and teaching aspects of their children.

4.6 Interest of parents towards toward child's education

The interest of parents toward the education of their children are portrayed in the following table

Table 12

Interest of parents towards child's education

SL. NO	PARTICULARS	RESPONSES n=(100)% Pre test	
		Interested	Not interested
1.	Interest of parents towards children education	100	

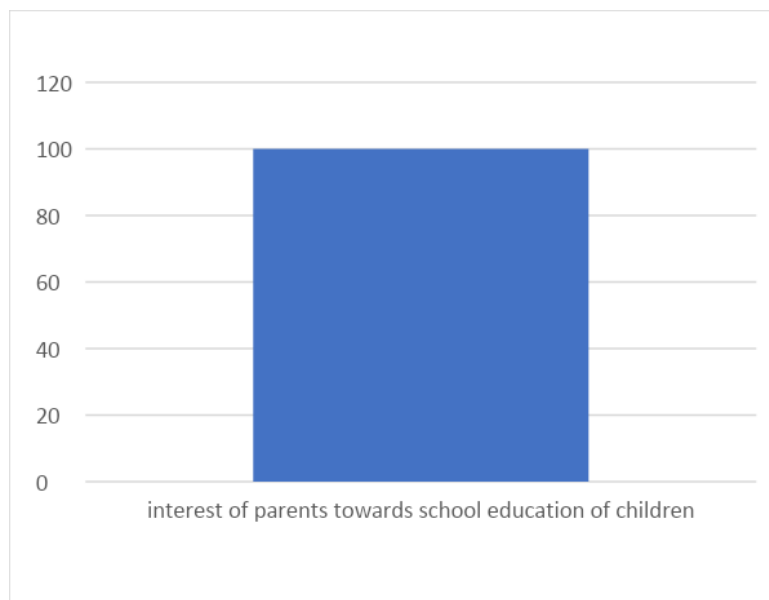


Figure 12

Interest of parents towards child's education

From the table it is clear that the all the parents were interested to know about the education system of their children. The figure portrays the interest of parents towards the education system of children and this implies that all the parents are curious and interested to know about their education system.

Section 2

4.7 Awareness of parents on NEP 2020 after awareness session

The awareness of parents on NEP 2020 after the awareness session given in the following table.

Table 13

Awareness of parents on NEP 2020

SL. NO	PARTICULARS	RESPONSES n=(100)% Post test	
		Have awareness	No awareness
1.	Full form of NEP 2020	96	4
2.	Aim of NEP 2020	95	5

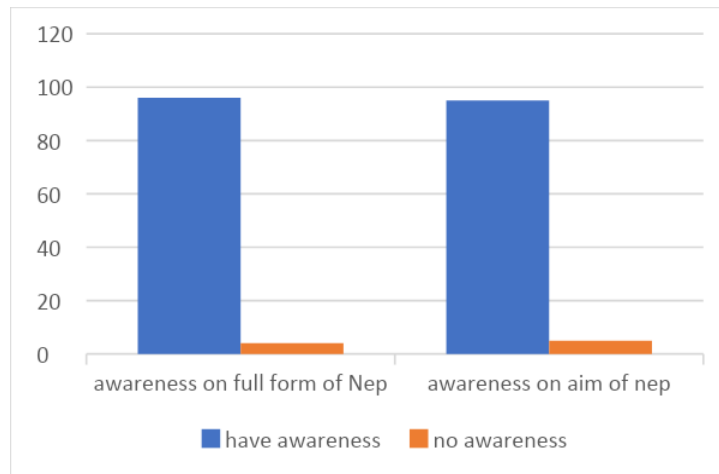


Figure 13

Awareness of parents on NEP 2020

The table 9 indicate the awareness of parents on NEP 2020. It portrays that ninety six percent of parents become aware about the full form of Nep and ninety five percent become aware about aim of NEP after the awareness session. Figure 9 shows that majority of the parents become aware about NEP 2020. This implies that most of the parents become aware about the full form and aim of NEP 2020.

4.8 Awareness of parents on ECCE

The awareness of parents on ECCE after the awareness session is given in the following table.

Table 14

Awareness of parents on ECCE

SL. NO	PARTICULARS	RESPONSES n=(100)% Post test	
		Have awareness	No awareness
1	Aim of ECCE	97	3
2.	Section of society benefited through universalisation of ECCE	99	1
3.	ECCE introducing areas	98	2

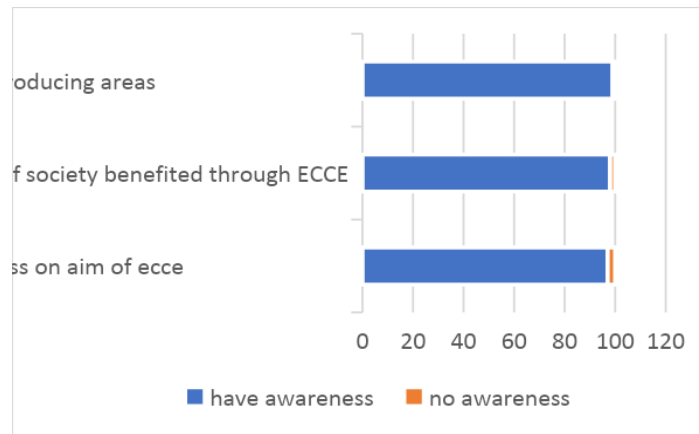


Figure 14

Awareness of parents on ECCE

From the table it is evident that a major portion of the population become aware after the awareness session on ECCE. Above ninety five percent become aware about the ECCE, its aim and section of society benefited through ECCE. From the figure it is clear that the majority of the parents become aware and least percent lesser than five percent were unaware about the awareness of parents on ECCE.

.4.9 Awareness of parents on functioning of Anganwadis

The table given below indicate the functioning of anganwadis including the strengthening of anganwadis and qualification needed for anganwadi teachers.

Table 15

Awareness of parents on functioning of Anganwadi

SL. NO	PARTICULARS	RESPONSES n=(100)% Post test	
		Have awareness	No awareness
1	Strengthening of Anganwadi through ECCE	98	2
2	Qualification needed for anganwadi teacher		
A	Having plus two qualification	93	6
B	Having low qualification	92	8

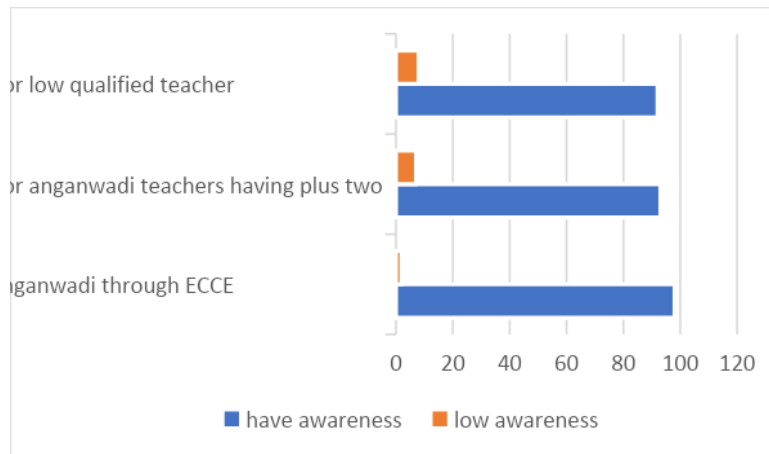


Figure 15

Awareness of parents on functioning of Anganwadi

From the table 15 it is clear that most of the parents were aware about the functioning of anganwadi. Above ninety five percent respondents responses were correct after the awareness session given. The awareness on eligibility needed for teacher having low qualification was ninety two and the awareness on eligibility needed for anganwadi teacher having plus two was ninety three. This shows that the parents become aware about the topic of awareness on functioning of anganwadi.

4.10 Awareness of parents on structure of school education in each stage according to NEP 2020

Table 16

Awareness of parents on structure of school education in each stage according to NEP 2020

SL. NO	PARTICULARS	RESPONSES n=(100)% Post test	
		Have awareness	No awareness
1	New structure of school education	95	5
2	Four stages in NEP 2020	99	1

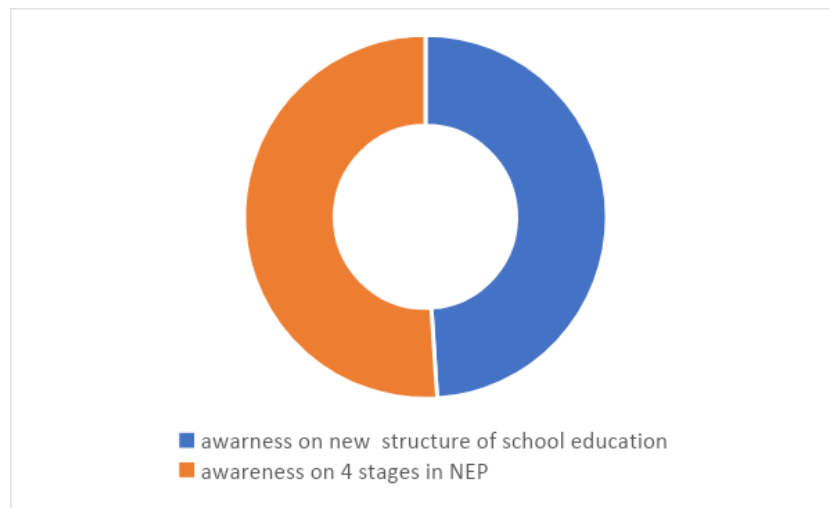


Figure 16

Awareness of parents on new structure according to new NEP 2020

From the table 16 it is evident that the major portion of the respondents were responded correctly and it states that the parents become awared about the new

structure of NEP 2020 were 95 percent as per mentioned in the table. About 99 percent of the table have the awareness on four stages of NEP 2020. only few respondents (5% and 1%) were unaware about the awareness of parents on new structure according to new NEP 2020.

4.11 Awareness of parents on class and age respective to each stage in NEP 2020

Table 17

Awareness of parents on class and age respective to each stage in NEP 2020

SL. NO	PARTICULARS	RESPONSES n=(100)% Post test	
	Age of child respective to each stage in NEP 2020		
a	Age group of foundational stage	99	1
b	Age group of preparatory stage	99	1
c	Age group of middle stage	99	1
	Age group of secondary stage		
2	Classes included respective to each stage		
a	Class in foundational stage	99	1
b	Class in preparatory stage	99	1
c	Class in middle stage	99	1
d	Class in secondary stage	99	1

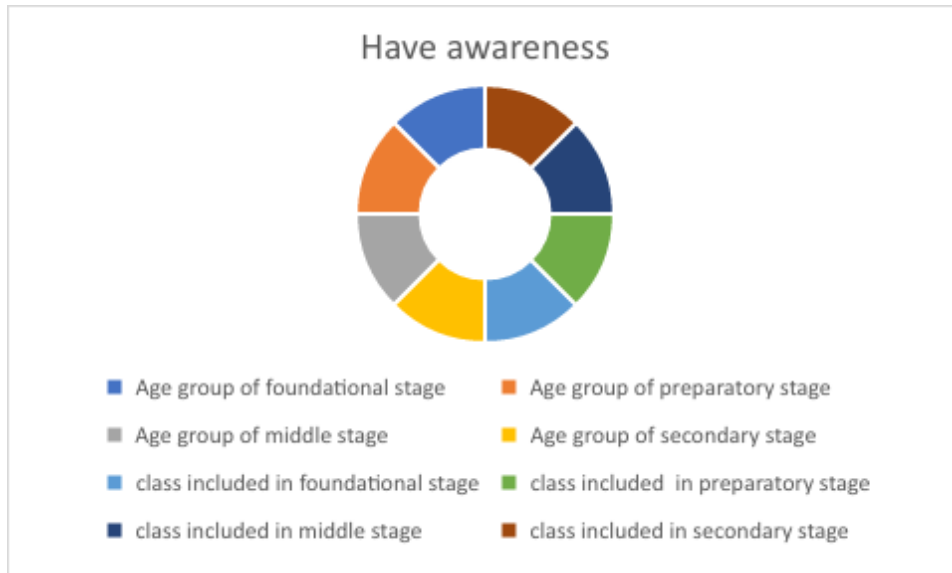


Figure 17

Awareness of parents on class and age according to NEP 2020

The table 17 gives the data on the awareness of parents on age and class respective to each stage of NEP 2020. The awareness of parents on age group of children included in foundational stage, preparatory stage, middle stage and secondary stage was ninety nine percent. Awareness on Class included respective to each stage including foundational stage, preparatory stage, middle stage and secondary stage were 99 percent. This indicates that the parents become aware about ninety nine percent and only very few left unaware in the post test.

4.12 Awareness of parents on different terms mentioned in NEP 2020

Table 18

Awareness of parents on different terms mentioned in NEP 2020

SL. NO	PARTICULARS	RESPONSES	
		n=(100)% Post test	
1	Preparatory class	99	1
2	Experiential learning	100	
3	Multilingual classroom	95	5
4	Holistic development	94	6

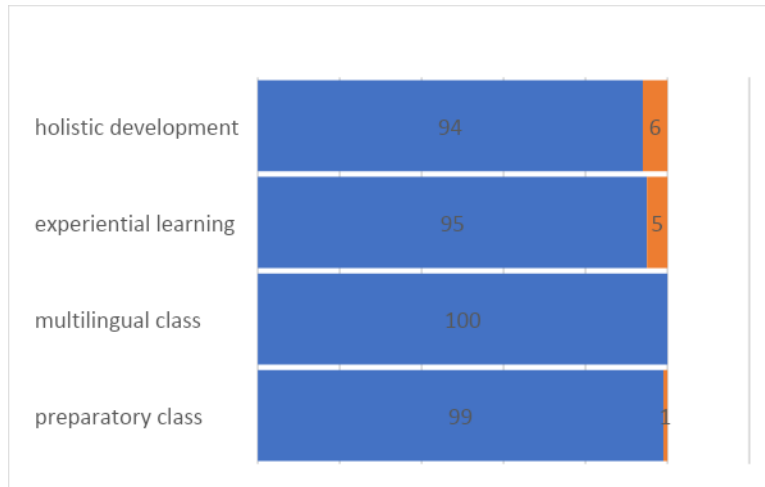


Figure 18

Awareness of parents on different terms mentioned in NEP 2020

From the table 16 it indicates that the parents got more than ninety percent on awareness of different terms mentioned in NEP 2020. The ninety nine percent become aware about the term preparatory class, hundred percent become aware about the term experiential learning, ninety five percent got aware about the term multilingual classroom and ninety four percent become aware about the topic holistic development. It indicates

4.13 Awareness of parents on development of child mentioned in NEP 2020

Table 19

Awareness of parents on development of child mentioned in NEP 2020

SL. NO	PARTICULARS	RESPONSES n=(100)% Post test	
		1	Cause of appropriate care and stimulation given at early years

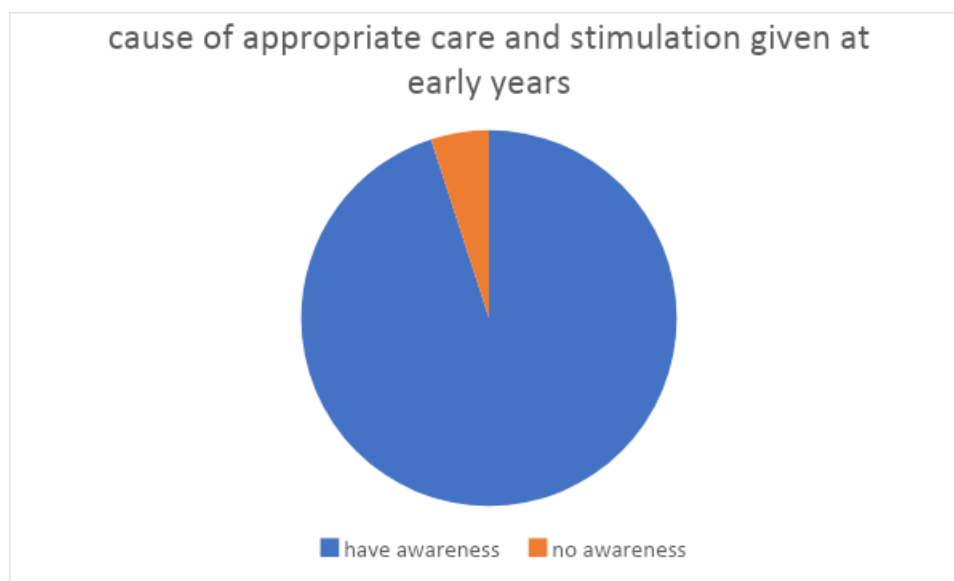


Figure 19

Cause of appropriate care and stimulation given at early years

From the table 19 it depicts that 95 percent become aware about the developmental aspects discussed in NEP 2020.

4.14 Awareness of parents on transition of children from Anganwadi to pre school

Table 20

Awareness of parents on transition of children from Anganwadi to pre school

SL. NO	PARTICULARS	RESPONSES	
		n=(100)% Post test	
1	Transition of children from anganwadi to preschool	95	5

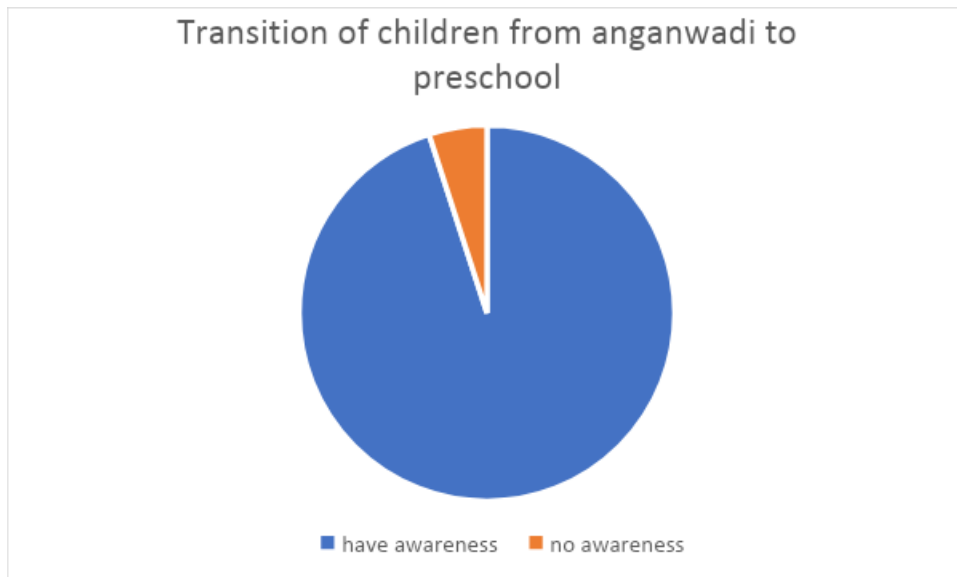


Figure 20

Transition of children from Anganwadi to preschool

From the table it is evident that 95 percent become aware about the transition of children from Anganwadi to preschool.

4.15 satisfaction of parents towards current education system

The satisfaction of parents towards current education system is depicted in the table given below

Table 21

Satisfaction of parents towards current education system

SL. NO	PARTICULARS	RESPONSES n=(100)% Pre test	
		satisfied	Not satisfied
1.	Satisfaction of parents in current education system	90	10

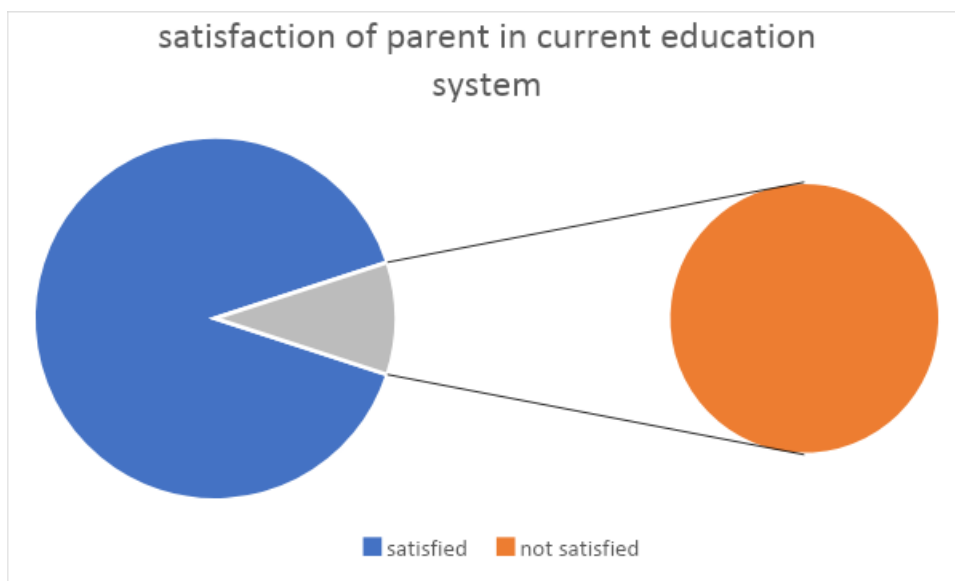


figure 21

Satisfaction of parents towards current education system

From the table it is evident that ninety percent of the parents are satisfied in the current education system while ten percent is not satisfied. The figure portrays that the majority of the parents are satisfied in the current education on NEP .

4.16 comparative study between pre and post questionnaire

Table22

Comparative study between pre and post evaluation

<i>Awareness on NEP (%)</i>	<i>Post</i>	<i>Std. Deviation</i>	<i>Std. Error Mean</i>	<i>Paired Mean Differences</i>	<i>t value</i>	<i>p value</i>
Pre	12.105	0.528	0.053	84.687	231.646	0.000
Post	96.791	4.181	0.418			

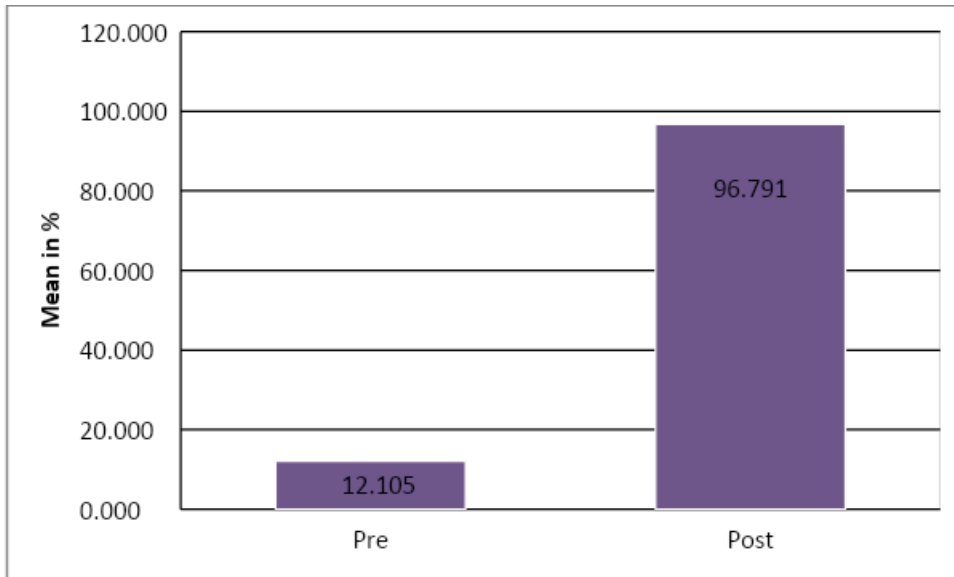


Figure 22

Comparative analysis of pre and post awareness analysis

Here Paired Samples t Test is used to compare the Awareness score on NEP between pre and post awareness questionnaires. The mean score in percentage at pre stage is 12.105% with standard deviation 0.528 and in post the mean score is 96.791 with standard deviation 4.181. That is in pre stage there is only 12% awareness in NEP, but in post stage the awareness level changed to 96%.The calculated t value is -231.646 with p value & t 0.001. So there is a significant difference in Awareness on NEP between Pre and Post levels.

SUMMARY AND CONCLUSION

CHAPTER 5

SUMMARY AND CONCLUSION

The study undertaken by the researcher was on “Awareness on ECCE (NEP 2020) among parents of pre primary children. In present study, comparative study between pre awareness and post awareness of parents in NEP 2020 was done. The study categorized as evaluating the awareness on ECCE (NEP 2020)among parents of pre primary children through pre questionnaire. A video was developed in Malayalam to give awareness on ECCE in NEP 2020 following an awareness session. Post evaluation was done through the feedback form collected. The area selected for the study was Thrissur district in Kerala. The number of samples used in the study was 100 parents of pre primary children. The method of sampling adopted for the study was purposive sampling. The tools used for the study consists self designed pre questionnaire for evaluating the awareness on ECCE (NEP 2020) parents of pre primary children. After the awareness session given feedback form is collected from parents which consists of questions to evaluate the post awareness of parents. The data collected for pre questionnaire and post questionnaire was evaluated using percentage analysis and the evaluation for comparison of pre and post test was done using t test.

Findings

The findings of the study can be summarized as follows

5.1.1 Demographic profile of parents of pre primary children

- A little more than half of the parents participated in the study have children in the age range of three to six.
- Majority of the respondents were from the rural area.
- Less than half of the respondents occupation was bussiness.
- About seventy percent of the respondents have income of 10000.
- About sixty one percent of the respondent havetgr qualification of plus two.

Section 1

5.1.2 Basic awareness of the selected parents on NEP 2020, ECCE, and preschool education

- About sixty six percent of parents aware about the full form of NEP 2020.
- About thirteen percent have the correct awareness in the full form of ECCE.
- About sixty percent of the parents were aware about the age of child to start preschool education
- Eighty three percent have the knowledge about medium of instruction in preschool
- The ninety one percent of parents is aware about the learning aids implemented in preschool
- Above eighty percent were aware about the teaching sources provided in Anganwadis.

5.1.3 Awareness of parents on formal school education

- About eighty four percent were aware about the teaching method in school
- seventy four percent parents were about the age of a child to get admission in standard one

5.1.4 Awareness of parents on developmental aspects and learning aspects of children

- About Eighty two percent parents have the right awareness about the development acquired through activity learning.
- About Sixty six percent of parents were responded correctly to the teaching method adopted for teaching children.

6. Interest of parents towards toward child's education

All the parents(100%) were interested to know about the education system of their children.

Section 2

5.2.2 Awareness of parents on NEP 2020

- The ninety six percent of parents become aware about the full form of Nep and ninety five percent become aware about aim of NEP after the awareness session
- Above ninety five percent become aware about the ECCE, its aim and section of society benefited through ECCE.

5.2.3 Awareness of parents on functioning of Anganwadi

- The awareness on eligibility needed for teacher having low qualification was ninety two
- awareness on eligibility needed for anganwadi teacher having plus two was ninety three.

5.2.4 Awareness of parents on structure of school education in each stage according to NEP 2020

- parents become aware about the new structure of NEP 2020 were 95 percent
- About 99 percent of the table have the awareness on four stages

5.2.5 Awareness of parents on class and age respective to each stage in NEP 2020

- The awareness of parents on age group of children included in foundational stage, preparatory stage, middle stage and secondary stage was ninety nine percent.
- Awareness on Class included respective to each stage including foundational stage, preparatory stage, middle stage and secondary stage were 99 percent

5.2.6 Awareness of parents on different terms mentioned in NEP 2020

- The parents got more than ninety percent on awareness of different terms mentioned in NEP 2020.
- The ninety nine percent become aware about the term preparatory class
- All the respondents (100%) become aware about the term experiential learning,

- About ninety five percent got aware about the term multilingual classroom
- Majority of the respondents that is ninety four percent become aware about the topic holistic development.

5.2.7 Awareness of parents on development of child mentioned in NEP 2020

- About 95 percent become aware about the developmental aspects discussed in NEP 2020.

5.2.8 Awareness of parents on transition of children from Anganwadi to pre school

- About 95 percent become aware about the transition of children from Anganwadi to preschool.

5.2.9. Satisfaction of parents towards current education system

- Majority of the parents (90%) are satisfied in the current education system.

5.3 section 3

comparative study between pre and post questionnaire

- The mean score in percentage at pre stage is 12.105 percent with standard deviation 0.528
- In post the mean score is 96.791 with standard deviation 4.181.
- in pre stage there is only 12 percent awareness in NEP, but in post stage the awareness level changed to 96 percent
- The calculated t value is -231.646 with p value & t 0.001. So there is a significant difference in Awareness on NEP between Pre and Post levels.

Conclusion

The present study “Awareness on ECCE (NEP 2020) among parents of pre primary children. It analyses the demographic details like age of child, income of parent, occupation of parent. The awareness of parents are evaluated before the awareness session and the awareness of parents after the awareness session was evaluated.

The parental awareness regarding NEP policy was very low in the community. After giving awareness class regarding NEP policy was benefited to the community. Though NEP is highlighting on various learning process the Anganwadi have to be upgraded. The parents should need accurate knowledge in Ecce and NEP. If the parental community get strengthened through different policies offered through NEP the gross enrollment ratio to the preschools can be increased.

Limitations

- The study only focused the parents of pre schoolers.
- The study only included certain places in Thrissur district.

Recommendations

A study on awareness in Anganwadi teachers can be conducted in Kerala on the topic of NEP 2020.

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APPENDICES

APPENDIX I

പുതിയ വിദ്യാഭ്യാസ നയത്തെ കുറിച്ച് പ്ലാമമിക വിദ്യാഭ്യാസ(പ്രീ പ്ലൈമറി) വിദ്യാർത്ഥികളുടെ രക്ഷിതാക്കൾക്കുള്ള അവബോധം

1.രക്ഷിതാവിന്റെ പേര് :

2.കുടിയുടെ പേര് :

3.കുടിയുടെ വയസ്സ്

- 3-6
- 6-8

4.താമസിക്കുന്ന സ്ഥലം

- പട്ടണമ് പ്ലൈമറി
- ഗ്രാമ പ്ലൈമറി

6.രക്ഷിതാവിന്റെ വരുമാനം

- 10000
- 50000 ന് മുകളിൽ
- 1 ലക്ഷം നു മുകളിൽ

7.രക്ഷിതാവിന്റെ വിദ്യാഭ്യാസം

- 10ആം ക്ലാസ്സ്,+2
- ഡിഗ്രി
- മറ്റുള്ളവ

8.നിങ്ങളുടെ കുടിയുടെ വിദ്യാഭ്യാസത്തെ കുറിച്ച് അറിയാൻ താല്പര്യം ഉണ്ടോ?

- ഉണ്ട്
- ഇല്ല

9.NEP 2020 ന്റെ മുഴുവൻ രൂപം

- ദേശീയ വിദ്യാഭ്യാസ നയം 2020
- പുതിയ വിദ്യാഭ്യാസ നയം 2020
- അറിയില്ല

10.ഒരു കുടി പ്ലാമമിക വിദ്യാഭ്യാസം തുടങ്ങേണ്ട വയസ്സ്

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11.ഒരു കുടീൽക്ക് ഒന്നാം ക്ലാസ്സിൽ പഠവശനം ലഭിക്കാൻ വണ്ടി വയസ്

- 5
- 4
- 6

12.പുതിയ വിദ്യാഭ്യാസ നയം അനുസരിച്ച് ഒരു കുടീൽ സ്കൂൾ വിദ്യാഭ്യാസം തുടങ്ങാൻ ആവശ്യമായ വയസ്

- 5
- 6
- 3

13.പുതിയ വിദ്യാഭ്യാസ നയം അനുസരിച്ച് ECCE യുടെ മുഴുവൻ രൂപം

- ആദ്യ കാല ശിശു സംരക്ഷണവും പഠനവും
- ദേശീയ ആദ്യ കാല ശിശു സംരക്ഷണവും വിദ്യാഭ്യാസ പാഠപദ്ധതി ചട്ടകൂട്
- അറിയില്ല

14.പ്രാഥമിക വിദ്യാഭ്യാസത്തിൽ കുടീൽ വണ്ടി തിരഞ്ഞെടുക്കുന്ന പഠന രീതി

- പരവർത്തനത്തിന്റെ അടിസ്ഥാനത്തിൽ
- സിലബസ് അടിസ്ഥാനത്തിൽ
- വിഷയത്തിന്റെ അടിസ്ഥാനത്തിൽ

15.പരവർത്തനത്തെ അടിസ്ഥാനമാക്കിയ പഠനം നിങ്ങളുടെ കുടീലിനെ സഹായിക്കുന്നത്

- സാമൂഹികവും വൈജ്ഞാനികവുമായ വികസത്തിന്
- ശാരീരിക വികസത്തിന്
- അറിയില്ല

16.നിലവിൽ സ്കൂളിൽ പിന്തുടരുന്ന പഠന രീതി

- സിലബസും പാഠപദ്ധതി പരകാരം
- പരവർത്തനവും പരീക്ഷണ അടിസ്ഥാന പരകാരം
- അറിയില്ല

17.പുതിയ വിദ്യാഭ്യാസ നയം അനുസരിച്ച് അടിസ്ഥാന ഘട്ടത്തിൽ ഉള്ള വർഷം

- 5
- 4

- 3

18.നിലവിലുള്ള വിദ്യാഭ്യാസംതീർത്തിൽ നിന്നും നിങ്ങളുടെ കുടുംബത്തിൽ പരീക്ഷിക്കുന്ന വികാസം

- സമഗ്രമായ വികാസം
- വൈകാരികമായ വികാസം
- സാമൂഹികമായ വികാസം

19.അക്ഷരങ്ങൾ, അക്ഷരങ്ങൾ, ഭാഷകൾ കുടുംബത്തിലെ പഠിപ്പിക്കാൻ നിങ്ങളുടെ തിരഞ്ഞെടുക്കുന്ന രീതി

- കളിയിലൂടെയോ പരമ്പരാഗതങ്ങളിലൂടെയോ
- ആവർത്തിച്ചുള്ള വായനയിലൂടെയും എഴുത്തിലൂടെയും
- കുടുംബ സഭയോടൊപ്പം പഠിപ്പിക്കാൻ അനുവദിച്ചു

20.അംഗീകാരത്തിൽ ലഭ്യമാക്കണമെന്ന് നിങ്ങളുടെ പരീക്ഷിക്കുന്ന സൗകര്യങ്ങൾ

- ഉപയോഗ്യമായ പരിശോധന, വളർച്ച നിരീക്ഷണം
- പഠനം, സാക്ഷരതയിൽ ഉള്ള പഠനത്തിന്
- ഒന്നും പരീക്ഷിക്കുന്നില്ല

21.ഒരു കുടുംബ പാരമ്പരിക വിദ്യാഭ്യാസം പൂർത്തിയാക്കേണ്ട വയസ്സ്

- 6
- 8
- അറിയില്ല

22.അംഗീകാരത്തിൽ പഠിപ്പിക്കുന്ന പരധാന രീതി

- കഥയിലൂടെയോ പാട്ടിലൂടെയോ
- കളിയിലൂടെ
- അറിയില്ല

23. നിങ്ങളുടെ കാഴ്ചപ്പാടിൽ പാരമ്പരിക വിദ്യാഭ്യാസംതീർത്തിൽ പഠിപ്പിക്കാൻ ഉപയോഗിക്കേണ്ട ഭാഷ

- മാതൃ ഭാഷ, പാരമ്പരിക ഭാഷ
- ഇംഗ്ലീഷ്
- അറിയില്ല

24.പാരമ്പരിക വിദ്യാഭ്യാസംതീർത്തിൽ നടപ്പാക്കേണ്ട പഠനപ്രകാരങ്ങൾ

- ദൃശ്യ കേൾവി പഠനപ്രകാരങ്ങൾ
- പുസ്തകങ്ങൾ

- അറിയില്പ

26. ഒരു കുട്഑ിയുടെ ബുട്഑ി വികാസം ഏറ്഑വും കൂടുതൽ നടക്കുന്ത പ്഑ായം

- 6 വയസിനു മുൻപ്
- 6 വയസിനു ശേഷം
- അറിയില്പ

27.നിലവിൽ ഉള്ള വിട്഑ാട്഑ാസ ഘടനയിൽ സംതൃപ്തി ഉണ്഑ോ?

- ഉണ്഑്
- ഇല്പ

APPENDIX 2

• ഒരു കുട്ടിയുടെ മസ്തിഷ്ക വളർച്ചയുടെ 85% വും 6 വയസിന് മുമ്പാണ് സംഭവിക്കുന്നത്.



ഓരോ കുട്ടിക്കും ഗുണമേന്മയുള്ള ശൈശവ പരിചരണത്തിനും വിദ്യാഭ്യാസത്തിനും (ECCE) പ്രവേശനം ലഭിക്കുന്നത് വളരെ പ്രധാനമാണ്.





ഗ്രേഡ് 1-ൽ പ്രവേശിക്കുന്ന എല്ലാ കുട്ടികളും സ്കൂൾ സജ്ജരാണെന്ന് ഉറപ്പാക്കുന്നതിന് 2025-ഓടെ ഗുണനിലവാരമുള്ള ബാല്യകാല വികസനം, പരിചരണം, വിദ്യാഭ്യാസം എന്നിവയുടെ സാർവത്രിക വ്യവസ്ഥകൾ കൈവരിക്കണം

രാജ്യത്തുടനീളമുള്ള ഉയർന്ന നിലവാരമുള്ള ബാല്യകാല പരിചരണത്തിനും വിദ്യാഭ്യാസത്തിനും സാർവത്രിക പ്രവേശനം ഘട്ടം ഘട്ടമായി ഉറപ്പാക്കുക എന്നതായിരിക്കും പ്രധാന ലക്ഷ്യം

പ്രത്യേകിച്ച് സാമൂഹിക-സാമ്പത്തികമായി പിന്നാക്കം നിൽക്കുന്ന ജില്ലകൾക്കും സ്ഥലങ്ങൾക്കും പ്രത്യേക ശ്രദ്ധയും മുൻഗണനയും നൽകും.

Education In Rural Area



Appendix 3

പുതിയ വിദ്യാഭ്യാസ നയத்தை കുറിച്ച് നടത്തിയ ബോധവൽക്കരണ ക്ലാസ്സിന്റെ രണ്ട് ഘട്ട സർവ്വേ

1.NEP യുടെ പൂർണ്ണ രൂപം

- ദേശീയ വിദ്യാഭ്യാസ നയം 2020
- പുതിയ ദേശീയ വിദ്യാഭ്യാസ നയം 2020
- പുതിയ വിദ്യാഭ്യാസ നയം 2020

2.NEP യുടെ ലക്ഷ്യം

- ഒരു കുടുംബം പഠിക്കാൻ ഉള്ള അവസരം നഷ്ടപ്പെടരുത് അനുരൂപീകരിക്കാൻ
- വിദ്യാഭ്യാസ രംഗത്തു കൂടുതൽ നിലവാരം പുലർത്താൻ
- വിദ്യാഭ്യാസം രംഗം കൂടുതൽ ശക്തി പെടുത്താൻ

3.ECCE യുടെ സാർവ്വത്രികാവർക്കരണം സഹായകമാകുന്ന സാമൂഹിക വിഭാഗം

- സാമൂഹിക സാമർത്ഥ്യമായി പിന്നാക്കം നിൽക്കുന്നവർ
- ബിപിൾ വിഭാഗം
- വികലാംഗരായ കുട്ടികൾ

4.പുതിയ NEP അനുസരിച്ച് സ്കൂൾ വിദ്യാഭ്യാസത്തിന്റെ പുതിയ ഘടന

- 10,+2
- 5+3+3+4
- 2+4+3+2

5.ഒരു കുടിയുടെ സമഗ്രമായ വികസനം കണ്ടെത്താൻ അർത്ഥമാകുന്നത്

- ശാരീരിക വളർച്ചയും സാമൂഹികവും വികാരപരവും ഭാഷപരവുമായ വികസനം
- ബുദ്ധിപരമായ വികസനം
- ശാരീരികവും മാനസിക വുമായ വികസനം

6.ECCE യിലേക്ക് ഉള്ള സർവ്വതരിക പരവേശനം അംഗീകരിക്കുന്നതിലൂടെ ശക്തിപ്പെടുത്തുന്നത്

- മികച്ച അടിസ്ഥാന സൗകര്യങ്ങൾ, കളി ഉപകരണങ്ങൾ, പരിശീലനം ലഭിച്ച അംഗീകൃത ടീച്ചർ
- പുതിയ സാങ്കേതിക വിദ്യ പരിചയപ്പെടുത്തുന്നതിലൂടെ
- കൂടുതൽ ജന പങ്കാളിത്തത്തിലൂടെ

7. അംഗീകൃതമായി നിന്നും പഠിപ്പിക്കുന്നതിലേക്ക് ഉള്ള കുട്ടികൾക്ക് മാറ്റം സുഗമമാക്കാൻ സഹായിക്കുന്നത്

- പ്ലാഗിയറിസം പരിശോധന സിസ്റ്റങ്ങളിലേക്ക് ഉള്ള സന്ദേശനത്തിലൂടെ ടീച്ചർമാർക്കും വിദ്യാർത്ഥികൾക്കും പരിചയപ്പെടുത്തലിനായി
- കൂടികളെ കൂടുതൽ ക്രമവും പദ്ധതികളും പരിപാടികൾക്കുമായി
- അംഗീകാരം കൂടികൾക്ക് മുൻകൂറായി നൽകുന്ന പരിശീലനത്തിലൂടെ

8. പ്ലാഗിയറിസം ക്ലാസ്സ് അർത്ഥമാകുന്നത്

- 5 വയസിനു മുൻപ് കൂടികൾക്ക് നൽകുന്ന ബാലവാടി പ്ലാഗിയറിസം
- പ്ലാഗിയറിസം പരിശോധനയ്ക്കായി മുൻപ് ഉള്ള പഠനകാലം
- LKG & UKG ക്ലാസ്സ്

9.10 & +2 നു പുറമെ അംഗീകാരം ടീച്ചർമാർക്ക് വേണ്ട യോഗ്യത

- ECCE യിൽ ഉള്ള മൊസ സർട്ടിഫിക്കറ്റർ പ്ലാഗിയറിസം
- 1 വർഷ ഡിപ്ലോമ
- വേറെ യോഗ്യതയുടെ ആവശ്യമില്ല

10. കുറഞ്ഞ യോഗ്യത ഉള്ള അംഗീകാരം ടീച്ചർമാർക്ക് വേണ്ട യോഗ്യത

- 1 വർഷ ഡിപ്ലോമ ECCE യിൽ
- മൊസ സർട്ടിഫിക്കറ്റർ പ്ലാഗിയറിസം
- വേറെ യോഗ്യതയുടെ ആവശ്യമില്ല

11. പുതിയ Nep അനുസരിച്ച് ECCE പരിചയപ്പെടുത്തേണ്ട സ്ഥലങ്ങൾ

- ആദിവാസി ആധിപത്യ പ്ലാഗിയറിസം, ആശ്മശാലകൾ
- ഗ്ലോബൽ പ്ലാഗിയറിസം
- ചരകങ്ങൾ

12. ആദ്യ വർഷങ്ങളിൽ കൂടുതൽ ശ്രദ്ധയും ഉത്തേജനവും കൂടികൾക്ക് നൽകുന്നതിനുള്ള കാരണം

- 6 വയസിനു മുൻപ് ഒരു കൂടിയുടെ തലപ്പാലം വികസനം 85%വും നടക്കുന്ന കാരണം
- ഒരു കൂടിയുടെ ഏറ്റവും വേഗത ഏറിയ വളർച്ച നടക്കുന്ന പ്ലാഗിയറിസം
- ഒരു കൂടിയുടെ ആദ്യ വർഷങ്ങൾ

13. ECCE യുടെ ലക്ഷ്യം

- ശാരീരിക വളർച്ചയ്ക്കും സാമൂഹികവും വികാരപരവും ഭാഷാപരവുമായ വികസനം
- എല്ലാ തരത്തിൽ ഉള്ള വികസനം
- പ്ലാഗിയറിസം വിദ്യാഭ്യാസം മെച്ചപ്പെടുത്താൻ

14. അനുഭവജ്ഞാനത്തിലൂടെ ഉള്ള പഠനം അർത്ഥമാകുന്നത്

- തൊടും മണ്ണെണ്ണയും രൂപിചുറ്റും അറിഞ്ഞു ഇന്ററിയെൻ്റർ ഉപയോഗിച്ചുള്ള പഠനം
- എഴുത്തും വായനയിലൂടെയും ഉള്ള പഠനം
- സ്വയം പഠനത്തിലൂടെ

15. ബഹുഭാഷ ക്ലാസ്സും എൻ്റർ

- കുട്ടികൾക്ക് അവർക്ക് അറിയാവുന്ന ഭാഷയിൽ സ്വയം പഠിപ്പിക്കാനും ശ്രദ്ധ കേന്ദ്രീകരിക്കാനും മറ്റുള്ളവരിൽ നിന്നും പഠിക്കാൻ
- പഠിപ്പിക്കാൻ വിവിധ ഭാഷ ഉപയോഗിക്കുന്നത്
- പഠിപ്പിക്കാൻ ഇംഗ്ലീഷ് ഉപയോഗിക്കുന്നത്

16. Nep 2020 ൽ ഉള്ള നാല് സർ്ജ്

- അടിസ്ഥാന ഘടം, തയ്യാറാക്കപ്പെട്ട ഘടം, മദ്ധ്യ ഘടം, സെക്കന്ററി ഘടം
- ലഭ്യമാണ് പരമേശ്വരൻ, അപ്സർ പരമേശ്വരൻ, ഹൈ സ്കൂൾ, ഹയർ സെക്കന്ററി
- പരി പരമേശ്വരൻ, അപ്സർ പരമേശ്വരൻ, ഹൈ സ്കൂൾ

17. അടിസ്ഥാന ഘടത്തിൽ ഉൾപ്പെടുത്തിയ കുട്ടികളുടെ വയസ്സ്

- 3-8 വയസ്സ്
- 3-6 വയസ്സ്
- 3-10 വയസ്സ്

18. അടിസ്ഥാന ഘടത്തിൽ ഉൾപ്പെടുത്തിയ ക്ലാസുകൾ

- അംഗൻവാടി, പരിസ്കൂൾ, 1-2 ക്ലാസ്സ്
- പരിസ്കൂൾ, ക്ലാസ് 1
- പരിസ്കൂൾ, ക്ലാസ്സ് 1, 2, 3

19. തയ്യാറാക്കപ്പെട്ട ഘടത്തിൽ ഉൾപ്പെടുത്തിയ കുട്ടികളുടെ വയസ്സ്

- 8-11 വയസ്സ്
- 6-11 വയസ്സ്
- 10-12 വയസ്സ്

20. തയ്യാറാക്കപ്പെട്ട ക്ലാസ് എൻ്റർ

- ക്ലാസ്സ് 3-5
- ക്ലാസ്സ് 1-5
- ക്ലാസ്സ് 5-8

21. മദ്ധ്യ ഘടത്തിൽ ഉൾപ്പെടുത്തിയ കുട്ടികളുടെ വയസ്സ്

- 11-14 വയസ്സ്
- 12-15 വയസ്സ്
- 13-16 വയസ്സ്

22. മദ്ധ്യ ക്ലാസ്സുകൾ എൻ്റർ

- ക്ലാസ്സ് 6-8
- ക്ലാസ്സ് 7-9
- ക്ലാസ്സ് 8-10

23. സെക്ടററി സ്റ്റാജ് ൽ ഉൾപ്പെടുന്ന കുടികളുടെ വയസ്സ്

- 14-18 വയസ്സ്
- 15-19 വയസ്സ്
- 13-17 വയസ്സ്

24. സെക്ടററി സ്റ്റാജിൽ ഉൾപ്പെടുന്ന ക്ലാസ്സുകൾ

- ക്ലാസ്സ് 9-12
- ക്ലാസ്സ് 8-12
- ക്ലാസ്സ് 7-12

25. നിങ്ങളുടെ സംബന്ധിച്ചു ECCE നരേടുന്ന് പരശ്നങ്ങൾ എന്താലാമാണ്? എങ്ങനയാണു പുതിയ NEP നയം ഈ പരശ്നങ്ങളെ മറികടകുന്ന്നത്?