


**Krishna Kanta Handiqui State Open University**

# CERTIFICATE PROGRAMME IN EARLY CHILDHOOD EDUCATION

**CECE 03**

**Exam Code:**

## ORGANISATION AND MANAGEMENT OF CHILD CARE SERVICES

**CECE 03**

**Exam.Code:**

# KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

## Certificate programme in Early Childhood Education

### CECE03: ORGANISATION AND MANAGEMENT OF CHILD CARE SERVICES

## Subject Experts

1. Prof.Dulumoni Goswami, Dept. of Education, Gauhati University
2. Prof.Nil Ratan Roy, Dept. of Education, Tezpur University
3. Dr. Maramee Goswami, Dept. of Education, Gauhati College

**Course Co-coordinator: Dr. Archana Adhikary, KKHSOU**

## SLM Preparation Team

| UNITS | CONTRIBUTORS |
|---|---|
| Unit 1 | Dr. Tarali Pathak, Cotton University |
| Unit 2 | Dr. Dulal Hazarika, Vidya Bharati College |
| Unit 3, 4, 6 & 7 | Dr. Monjushree Bora, Raha College |
| Unit 5 | Dr. Archana Adhikary, KKHSOU |
| Unit 8, 9, 13 &14 | Ms.Saswati Chutia, Research Scholar, Guahati University |
| Unit 10 | Dr. Pranab Saikia, KKHSOU |
| Unit 11& 12 | Dr. Pallavi Devi, Jagiroad College |

---

**Editorial Team**

**Content Editor**: Prof. Polee Saikia, Gauhati University (Unit 2, 6, 7-10 & 14)
Dr. Pranab Saikia, KKHSOU (Unit 1, 3, 5, 11-13)
Dr. Maramee Goswami, Gauhati College (Unit 4)

**Language Editor**: Dr. Sukanya Kashyap, USTM (Unit 1, 3-9, 11-13)
Dr. Pallavi Gogoi, KKHSOU (Unit 2, 10 & 14)

**Format Editor:** Dr. Archana Adhikary, KKHSOU

---

**Structure, Format & Graphics: Dr. Archana Adhikary, KKHSOU**

**Printed: , 2023** **ISBN:**


This Self-learning material (SLM) of Krishna Kanta Handiqui State Open University is made available under Creative Commons Attibution-Non-commercial-shareAlike4.0License(International): http//creativecommons.org/licences/by-nc-sa/4.0

***Printed and published by Registrar on behalf of Krishna Kanta Handiqui State Open University***

**Headquarter: Patgaon, Rani Gate, Guwahati 781017**

**City Office: Resham Nagar, Khanapara, Guwahati-781022 Web: www.kkhsou.in**

---

## COURSE INTRODUCTION (COURSE 3)

## ORGANISATION AND MANAGEMENT OF CHILD CARE SERVICES

## COURSE INTRODUCTION

This is the third course in Certificate in Early Childhood Education. The course consists of fourteen units. This course primarily will deal with the organisation and management aspects of child care services. This course will lay emphasis on providing the pre-school teachers / learners theoretical knowledge on planning and managing child care services. After going through this course, the trainees/learners will be able to plan, organize and manage their respective child care institutions /services. Moreover, it will also focus on skill and quality enhancement on the part of pre-school teachers.

The course comprises of fourteen units. The **first** Unit-***"Planning and Organization of Early Childhood Education***" gives you the basic concept of planning provision for essential facilities in the ECE centers. The **second** unit- ***"Policy Recommendations on Early Childhood Education"*** highlights the different recommendations of ECCE policies of India as well as the World at large. The **third** unit- ***"Management of Early Childhood Education Centre"*** deals with the managing aspects of learning environment in the ECE centres. The unit **fourth**-***"Maintenance of Early Childhood Education Centre***" discusses about maintaining different kinds of records as well as relationship among the personnel at Early Childhood Education centres. The **fifth** unit-**"** ***Resource Mobilization in Early Childhood Education"*** deals with the funding and budgeting aspect of Early Childhood Education. The **sixth** unit "***Quality Management in ECE"*** gives details about the ways and means of maintaining quality in ECE. The **seventh** unit – ***"Assessment of the ECE Programme'*** highlights the different ways of assessing ECE programme. The **eight** unit– ***"Roles & Responsibilities of Pre-school Teachers*** and Ninth unit **"*Skills and qualities of Pre-school Teachers"*** explains about the qualities and roles of responsibilities of pre- school teachers. The **tenth** unit- ***"Professional Development of Pre-school Teachers"*** focuses on the importance of professional development of pre-school teachers as well as the AWWs (Angawnwadi workers). The Unit **eleventh** unit –

*"**Child Care Services in India**"* discuss about different existing child care programme in India. The **twelve** unit *"**Setting-up and Running the Centre**"* gives description about setting up new child care services. The Unit **thirteenth** unit**–"*Involving the Family and the Community"*** deals with the importance of family and community involvement in the ECE programme**.** The Unit **fourteenth-"*Prospects and Problems in Early Childhood Education"*** explains about the prospects as well as challenges of early childhood education.

While going through this SLM, you will come across some boxes in the middle of the text. These boxes will explain you more about some important points and concept within the text. Apart from this, there will be some broad and short questions which have been included under **"ACTIVITY"** and "**CHECK YOUR PROGRESS"** in every unit. Activities will increase your thinking and reasoning capacity as questions put in **ACTIVITY** are not directly derived from text. Hints on the answer to the short questions have been put under section **"ANSWER TO CHECK YOUR PROGRESS"** .Besides, a few text-related questions have been out in **"POSSIBLE QUESTIONS/ MODEL QUESTIONS".** These questions will help to draw your attention on the probable topics for the examinations so that you can prepare for the examination with confidence and determination.

# CONTENTS

**Page No**

**UNIT 1: Planning and Organization of ECE**

Planning provision for essential facilities on the basis of local context, Optimizing space, Designing space as a learning resource and innovative use of space and Storage space for materials, equipment, User friendly equipment and infrastructure (Inclusiveness), Display and orientation for children to engage in self-directed tasks, Selecting play materials, musical instruments, puppet theatre—reusable, improvised and local materials as resources for activity corners

**UNIT 2: Policy Recommendations on Early Childhood Education**

Overview of National ECCE Policy (date of formation of the policy, Vision, 11 Non Negotiable Standards and eight quality standards), ECCE under ICDs Mission (4 Core components, 10 services, 9 service Standards, Developmental/Age appropriate activities), Place of ECE in NCERT, NCTE and Samagra Shiksha Abhiyan Draft-2018, , UNICEF on ECE, NEP2020

**UNIT 3: Management of Early Childhood Education Centre**

Managing the learning environment for ECE, Importance of Discipline during Early Childhood Education), Managing learners in ECE, Managing staff in ECE, Managing finances in ECE

**UNIT 4: Maintenance of Early Childhood Education Centre**

Maintaining regularity, punctuality and discipline of Anganwadi/ECE centres, Maintenance of different kinds of records, Working with other colleagues and maintaining work-relationships, Ideal teacher pupil ratio and managing large groups

**UNIT 5: Resource Mobilization in Early Childhood Education**

Resource Mobilization in ECE, Funding in ECE, Budgeting ECE Center

**UNIT 6: Quality Management in ECE**

Ways and Means for maintaining Quality in ECE

**UNIT 7: Assessment of the ECE Programme**

Purposes of assessment in ECE, Ways of assessing ECE programme.

**UNIT 8: Roles & Responsibilities of Pre-School Teachers**

Duties and responsibilities of Pre-school teachers.

**UNIT 9: Skills and Qualities of Pre-School Teachers**

Quality of good ECE teachers, Skills of Pre-school teachers

**UNIT 10: Professional Development of Pre-School Teachers**

Need and importance of professional development of Pre-school teachers, NEP2020 on professional development of Pre-school teachers, UNESCO on professional development of Pre-school teachers, Programme of professional development for AWW, Self-appraisal and Self-development of AWWs

**UNIT 11: Child Care Services in India**

Existing Pmgrammes and Services for Children in India, Schemes of the Government, Voluntary organization in India

**UNIT 12: Setting-Up and Running the Centre**

Space for the Centre, Organizing Indoor Space, Organizing Outdoor Space, Equipment and Play Materials, Workers in the Centre.

**UNIT 13: Involving the Family and the Community**

Relating with the Family, Methods of Reaching Out to Parents, Community Participation, Establishing Rapport with Other Adults in the Centre

**UNIT14: Prospects and Problems in Early Childhood Education**

Prospect and problems and barriers of ECE

**REFERENCES**

# UNIT1: PLANNING AND ORGANIZATION OF EARLY CHILDHOOD EDUCATION

## UNIT STRUCTURE

1.1 Objectives

1.2 Introduction

1.3 Planning provision for essential facilities on the basis of local context

1.4 Optimizing space, Designing space as a learning resource and innovative use of space and Storage space for materials, equipment

1.4.1 Optimizing Space

1.4.2 Designing space as a learning resource and innovative use of space

1.4.3 Organizing the storage space

1.5 User friendly equipment and infrastructure (Inclusiveness)

1.6 Display of materials and orientation for children to engage in self-directed tasks

1.6.1 Display of materials

1.6.2 Orientation for children to engage in self-directed tasks

1.7 Selecting play materials—reusable, improvised and local materials as resources for activity corners

1.8 Let us sum up

1.9 Further Reading

1.10 Answer to check your progress

1.11 Possible Questions

## 1.1 LEARNING OBJECTIVES

After going through this unit, the learners will be able to:

- make a proper plan to provide essential facilities to their students
- use the space in innovative manner to make it user friendly
- acquire the skill to display the materials properly to engage the children
- select and use various low cost materials for activity corners.

## 1.2 INTRODUCTION

As a pre-school teacher at the ECE centre, your role is not only to teach the students. Here you have to play the role of the leader whose prime duty would be to make the learning environment of the centre a comfortable one. Here you have to plan the whole activities; you have to arrange the activity corners with the appropriate equipments, develop materials for the students and help them in their overall development. So in this unit, we will discuss the planning provisions for the activities, how to use the available space for the various activities, what type of infrastructure and equipments should be there and how you will select various play materials for your students. Let us now discuss the planning provision for various activities that you can do at your ECE centres or schools.

## 1.3 PLANNING PROVISION FOR ESSENTIAL FACILITIES ON THE BASIS OF LOCAL CONTEXT

Planning is vital sector in any activity. In early childhood education, planning is of utmost important to provide quality education and care for young children. There are various ways to plan things but the most appropriate way is to link it to the desirable objectives. Planning in ECE cycle is continuous process. The main idea behind planning is to provide a quality facility to students to meet the diverse need of children. According to the Ministry of Education (1996), each early childhood education setting should plan its programme to facilitate achievement of the goals of each stand in the curriculum. As a teacher you should plan so that you can provide quality programmes. While planning the school activities teacher can plan them as-yearly plan, weekly plan, and daily routine.

**The Early Childhood Education planning should involve:**

- Balance of quiet and active activities,
- Active exploration of materials within the learning environment.
- Individual and group interactions and instructions,
- Indoor and outdoor activities

While planning for the early childhood programme teacher should keep in mind the **three major components of early childhood Education**. They are:

A. **Care:** The 'care' component of ECCE programmes relates to:-health nutrition safety and, the comfort of the young child
B. **Education:** -- intellectual and social development and, physical development
C. **Management:** Management' in the sense of planning and implementing various forms of ECCE - whether formally or informally

And considering the above aspects teacher have to start the planning. The teacher, regardless of whether they are in an urban set-up or rural set-up, must follow certain basic rules -

- Teachers have to be clear about their goals and be up to date on best practices. They have to ensure that they are able to articulate all of the latest trends in high quality early childhood education to ensure that their facility will stand the test of time.
- At the start of the project, teachers should visit child care centres together and discuss what each of them likes and dislikes about them.
- Teachers should help the architect to understand the needs of young children and their caregivers and the concerns of parents. They should also visit other facilities in the area that has similar programs.
- Making a list of design features that would support their program's needs and those that don't seem to be effective.
- A well-planned physical environment will support the implementation of a high quality program for young children in many ways; therefore, it is critical that teacher must spend ample time, devote sufficient resources and give careful thought to the design of their new space.

Considering the above points and based on the needs teachers can plan to provide facilities to the students. In the next sub point we shall discuss how to plan teachers' space.

## 1.4 OPTIMIZING SPACE, DESIGNING SPACE AS A LEARNING RESOURCE AND INNOVATIVE USE OF SPACE AND STORAGE SPACE FOR MATERIALS, EQUIPMENT

Children spend many hours in the classrooms and often so many activities like having meals, snacks and napping so it is utmost important that teacher plan their space in such a way that allows them to create better activities and provide them to equip their space with appropriate equipments and supplies. Here we are going to discuss some of such topics for the pre-school teachers-

### 1.4.1 Optimizing Space

- Making a list of programme activities students will engage in.
- Considering all the functional areas of the centre that support teachers' programme, including administration, storage, cleaning and maintenance,
- Identifying the physical spaces that would best support teachers' program, activities and functional requirements.
- Equipping the centre with furnishings and features that increase children's independence and competence. From the initial point of entry, and throughout the centre, furnishings should be appropriately scaled to children's height and appeal to their interests.
- Designing child care centres to support the work of the teachers and other staff.
- The need of the parents should also be considered. That should be designed in such a way that the parents feel welcoming.
- While optimising the space attention should be paid to the use of colours. A popular strategy is to use brighter colours in common and public spaces, such as halls and the reception area, while using more subdued colours in classrooms.
- Classrooms and other activity areas in the centre should incorporate a range of natural and artificial light from a variety of sources.

### 1.4.2 Designing Space as a learning Resource and Innovative Use of Space

Children at this stage learn differently the older children as they learn primarily through the direct sensory experiences. They acquire knowledge by manipulating, exploring, and experimenting with real objects. Here we will try to discuss how to design space as a learning resource--

The indoor space should be designed keeping in mind the specific needs and developmental characteristics of the children. A large indoor space can be divided in to learning

and activity corners by arranging appropriate shelves and furniture. Along with the indoor spaces outdoor environment also is equally important for the learning of the children as it provides space for play, exploration, social interaction.

**While designing the classroom space three basic things should be kept in mind-**

- **Cleaning the classroom**: Cleaning not only means to sweep the floor on regularly but also to neatly organize the materials in designated locations. Children should be taught sanitation and cleanliness. The classroom environment should not only be healthy and hygienic but also should be free from all the distractions that may hinder the activities of the teachers and students.
- **The coziness of the classroom:** This is very important factor. The children should feel comfortable and connected. The coziness involves not only having calming colour schemes but also involves comfortable spaces.
- **Along with the cleanliness and coziness the classrooms should be engaging**. It should be equipped with the materials that can be interesting for the students and according to their developmental needs.

### 1.4.3: Organizing the Storage Space

Storage space has a very important role to play in the early childhood education. Proper storage space not only enables the teachers to collect proper materials but also to rotate materials according to the curriculum and at appropriate times during the year. Storage place may be within the classroom or outside the classroom. For the classroom storage space teachers can use cabinets, drawers, closets to store materials. For the outdoor storage they can use outdoor closet or shed to store materials like sport equipment. For neatly organizing the storage space teachers can follow the following tips-

- Appropriate storage containers should be selected. The containers should be large enough to hold the materials but at the same time it should be easily shift.
- There should be a designated space for each material which will help teachers to pick up the necessary materials easily and it will also help them to prevent buying same material again and again.
- Teacher should store the same materials together. For example where they are keeping the sports equipment they should not mix other materials with them.

- Labeling on the shelves, cabinet doors and other storage containers will help them and the children to find and place the materials at the designated spaces.

For the high quality learning children should be provided with safe, warm and comfortable environment. The physical environment as well the equipments are the part of children's' learning experiences. The learning environment should provide a rich assortment of materials and equipment for children to develop socially, cognitively and physically.

**CHECK YOUR PROGRESS**

Q.1. What are the three major components of early childhood Education?

---

---

Q.2. State two basic rules to be followed by pre-school teachers while planning the ECE activities.

---

---

Q.3. What are the three basic things be kept in mind while designing the classroom space?

---

---

## 1.5 USER FRIENDLY EQUIPMENT AND INFRASTRUCTURE (INCLUSIVENESS)

All children must feel welcomed at the ECE centres and schools. The environment has to be different that of the environment of the learning centres of the adults. The equipments and infrastructures of the centre/school should cater to the need of not the general children but also the differently able children. It should be such that everyone can access the facilities freely without much help from the others. The ECE centre/school should be situated in a healthy surrounding. The campus should be neat and clean .The furniture used in the classroom should be of child sized with rounded edges. The height of the furniture should be such that children can sit comfortably. If mats are used for the children to sit then children must feel comfortable as they sit on the mat and focus on their tasks. A school must allow reasonable access to all the children, staff and visitors. The walkways and doors must be of such width that everyone can easily pass

through. The floor surfaces should be firm, durable and slip resistant. Some of the inclusive characteristics structure of ECE centers/school are mentioned below-

- **Proper ventilation**: Proper ventilation is very important for the healthy learning environment. Proper ventilation should be there so that the light and air have proper access which will make the Centre comfortable
- **Proper flooring**: Flooring should be proper. It should be even not and should be rough. An even floor helps the children who use wheelchairs.
- **Furniture:** Furniture should be according to the size of the students. It should not be bigger in size that the students feel uncomfortable to sit. It should be designed according to the requirements of the students. The height of the seats should permit the upper part of the legs to be horizontal and feet gently touching the floor.
- **Play ground:** It is expected to have a playground in the ECE centers. It should be even so that everyone can play without hazards.
- **Boundary wall**: Boundary walls should be there which can protect the children from possible hazards.
- **Ramps should be there**. It is beneficial to have steps as well as ramps.
- **Accessible toilets** are also an important requisite for the ECE centers. Students who use wheelchair must be able to approach, enter, transfer to, and use sanitary facilities provided within the school compound.
- **Classrooms should be large** so that it can allow easy movements for all children.
- **Clear signage** should be used for the people who are partially sighted. .

**Regarding Equipment:**

- Shelves should be of low height so that the students can explore the materials placed on it by them.
- Developmentally appropriate play materials to foster all round development should be available at the ECCE centre/school.
- The materials should be safe, clean and in good conditions. Sufficient quantity should be available to work in small groups and it should be easily accessible to the child.
- The equipments should offer variety of learning experiences to students which may encourage them to experiment, explore and learn.
- The equipments should be kept in such a way that the children can access the materials by themselves.
- It should encourage the acceptance of the diversity like the gender, culture, abilities etc.

- Equipments should be both outdoor and indoor and should be rotated frequently according to the needs if the students.
- The materials should promote gross and fine motor development and help the child to discover and explore including constructing and reconstructing. It should promote sensory exploration and social interaction along with creative expressions through arts, painting, etc.

Teachers should be encouraged to develop learning materials using resources available. Parents, local toy makers, craftsperson and other community members may be involved to create play materials for children.

## 1.6 DISPLAY OF MATERIALS AND ORIENTATION FOR CHILDREN TO ENGAGE IN SELF-DIRECTED TASKS

### 1.6.1: Display of Materials

Teacher can divide the indoor spaces into various activity corners for the display of the various materials that are to be engaged in the various activities of the child. We have already discussed that what type of materials should be selected. But to optimize use of the materials is possible when we arrange and display it properly. We can arrange various corners for different kinds of materials. Let us discuss-

- **Reading Corner** where the children can be exposed to books, where they began to learn the front and back of the books, how to turn the pages and take an active interest as they begin to understand what a book is.
- Children learn mostly by engaging in various activities. By acting out what they see in their environment and this is a way for children to solve problems and engage in perspective taking. So there should be a **dramatic play corner** which may include the materials like various kinds of dolls, vegetables and fruits made of clay, combs, mirror etc.
- **Blocks and puzzles** help the children to learn and think in various ways. It gives them problems which they can solve in various ways. The blocks can also teach them the concept of size color etc.
- There should be a **creative corner** in every ECE centre. The activities like drawing, painting, clay modeling can help in exercising the fine motor skills which eventually help them in writing. The materials in this corner can include: different types of paper, crayons, pencils, washable markers, slates, different coloured chalks, pieces of fabric, paints,

brushes, tape, play dough or clay, rolling pins and boards, old newspaper and magazines for collage and ice-cream sticks

- There should also be a **writing corner** as they can help the children with early literacy skills. This corner should help the children to explore writing and activities in this corner should not be directed.
- Basic scientific concepts should be developed at this stage. So **science corner** should be an integral part of the every ECE Centre as children mostly learn through play and investigation, that's why science corner should be equipped with magnifying glasses, shells, plants, seeds, magnets, wheels, weights, measuring tapes etc.
- The **music area** is a place to relax in. It may be equipped with various musical instruments like bell, bowls, flutes, string instruments, dhols and other local musical instruments, tape recorder and a variety of DVDs of songs and rhymes. This corner may have material such as ribbons or scarves for the children to use to promote creative movement.

All the corers, containers should be labeled clearly along with the shelves showing children where to put the materials back after using. Materials should be changed in a regular interval so that the children get the chances of exploring various materials and thus they won't be bored easily by working with the same materials for a longer period of time.

### 1.6.2: Orientation for Children To Engage in Self-directed Tasks

For orienting the children with the various tasks appropriate grouping practices may be followed. Multi grade or mixed age grouping can be used for small to large group work. The learning or activity areas should be created in the classrooms. Care should be taken to design areas such that they are visible from every part of the room. This enables teacher to see all the children and ensure they are safe.

The following are the suggestive activity areas:-

- The children should be offered verity of activities according to their developmental need and abilities.
- Children should be taught to working together.
- Teachers have to give importance to each and every child.
- While planning the activities teachers have to keep in mind giving individual time to each child along with the opportunity to interact in the small group and large group interactions.

- Individual time might include reading, writing or the time in the puzzle or discovery corner on the other hand group activities may include songs, rhymes, dramatics; sports time etc. the group activities should be in the line of the curriculum.
- Both indoor and outdoor activities should be a part of the daily activities of the students.

## 1.7 SELECTING MATERIALS -REUSABLE, IMPROVISED AND LOCAL MATERIALS AS RESOURCES FOR ACTIVITY CORNERS

Selection of play materials, musical instruments and puppets are very important for the ECE centers or schools. Because the children of this age group are fascinated and learn more by these materials then by giving lectures to them. The materials should be-

- Multi-purpose
- Safe for children
- Durable
- Culturally and environmentally appropriate.
- Balanced to equip different activity corners.

While selecting these materials some points should be keep in mind:-

- The materials should be simple so that the child can express themselves freely.
- The materials should be more versatile and unspecialized which will permit the child to create at this/her will.
- The materials should be such that it involves the body, mind that spirit of the child.
- The equipments should encourage the child to play and explore.

The learning materials can be purchased from the market, it can be prepared or improvised by the teacher and locally available materials also can be used. **Teachers have a definite budget for all the activities and work of the centre. For the sustainable use of the materials they should buy or create reusable play material for the various activity corners.**

**Reusing a certain material** means to use it again for the same purpose that it was originally made for. Sometimes a product that is being reused is referred to as being refurbished, or pre-owned. The original product is usually not altered in any significant way before being used again. For example- if you have made a ball from the cloth it is re-usable. Children can play again and again with ball.

**Activity 1.1**

List out some reusable Play materials for your school

**Improvised materials** are those materials which are used in the absence of the original or the ideal objects to bring the same learning effect. Improvised materials are produced for effective teaching learning process. For example: if you want to show the solar system you can make it by using various materials such as balls of different size and colours, fixing it by strings and glue.

As we have discussed earlier we cannot spend all the money in purchasing the materials. Teachers can make the play materials for your students by using **the locally available materials**. They can use the -Old and clean clothes, Bottle caps, Old tires, Plastic bottles, wooden toys, Coconut shells, used Paper etc. These are examples of locally available materials.

**CHECK YOUR PROGRESS**

Q.4. How do a pre-school teacher optimise the space in pre-school?

---

---

Q.5. Mention some inclusive characteristics structure of ECE centers/school.

---

---

Q.6. What type of materials should be selected for ECE centers/school?

---

---

---

---

Q.7. List out the materials for creative corner ECE center?

---

---

Q.8. What is Improvised materials?

---

---

## 1.8 LET US SUM UP-

The unit can be summed up as-

- Planning is vital sector in any activity. In Early childhood education planning is of utmost important to provide quality education and care for young children. While planning your school activities teacher can plan them as- Yearly plan, Weekly schedule, and Daily routine.
- Children spend many hours in the classrooms so it is utmost important that the teacher plan the space in such a way that allows to create better activities and provide teachers to equip the space with appropriate equipments and supplies
- The indoor space should be designed keeping in mind the specific needs and developmental characteristics of the children. A large indoor space can be divided in to learning and activity corners by arranging appropriate shelves and furniture Along with the indoor spaces outdoor environment also is equally important for the learning of the children as it provides space for play, exploration, social interaction.
- The furniture used in the classroom should be of child sized with rounded edges. The height of the furniture should be such that children can sit comfortably. If teachers are using mats for the children to sit then remember that children must feel comfortable as they sit on the mat and focus on their tasks. The ECE centre should be situated in a healthy surrounding. The campus should be neat and clean. A school must allow reasonable access to all the children, staff and visitors.
- The learning or activity areas should be created in the classrooms. Care should be taken to design areas such that they are visible from every part of the room. This enables teacher to see all the children and ensure they are safe.

- Selection of play materials, musical instruments and puppets are very important for the ECE centers. Because the children of this age group are fascinated and learn more by these materials then by giving lectures to them. While selecting these materials some points should be keep in mind. The materials should be simple so that the child can express themselves freely. The materials should be more versatile and unspecialized which will permit the child to create at this/her will.

## 1.9 FURTHER READING


1. Draft Guidelines for quality early years Education (2018) by Department of Elementary education and NCERT.
2. Dogan W. Arthur, Cindy Larson, Amy Gillman and Carl Sussman (2006). Designing Early Childhood Facilities: Local Initiatives Support Corporation/Community Investment Collaborative for Kids retrieved from https://www.lisc.org/media/filer_public/ef/02/ef02cf88-eef9-4091-9f96-aa03f88931cb/2005_cick_guide_vol2_designing.pdf on 02/04/2020
3. Jensen, Hanne et.al.(2019)Play facilitation: the science behind the art of engaging young children retrieved from https://www.legofoundation.com/media/1681/play-facilitation_the-science-behind-the-art-of-engaging-young-children.pdf on 02/04/2020
4. Position Paper National Focus Group on Early Childhood Education (2006) NCERT
5. Wiser, Mary (2011). Criteria for selecting play equipment retrieved from http://www.communityplaythings.com/resources/articles/2011/criteria-for-selecting-play-equipment on 2/04/ 2020.
6. Winter, Katie. ; Gyuse, Ruth (2011). Creating Quality School-Age Child Care Space: Local Initiatives Support Corporation/Community Investment Collaborative for Kids retrieved from https://www.lisc.org/media/filer_public/06/51/0651584f-6cc6-489d-be01-5a510edd20a5/2011_cick_school_age_guide.pdf on 02/04/2020


## 1.10 ANSWER TO CHECK YOUR PROGRESS

**ANSWER TO Q.NO.1:**

The three major components of early childhood Education. They are-

**D.** Care: The 'care' component of ECCE programmes relates to:-health nutrition safety and, the comfort of the young child

**E.** Education: -- intellectual and social development and, physical development

**F.** Management: Management' in the sense of planning and implementing various forms of ECCE - whether formally or informally

**ANSWER TO Q.NO.2:**

- ✓ Teachers have to be clear about their goals and be up to date on best practices. They have to ensure that they are able to articulate all of the latest trends in high quality early childhood education to ensure that their facility will stand the test of time.
- ✓ At the start of the project, teachers should visit child care centres together and discuss what each of them likes and dislikes about them.

**ANSWER TO Q.NO.3:**

- ✓ Considering all the functional areas of the centre that support teachers' programme, including administration, storage, cleaning and maintenance,
- ✓ Identifying the physical spaces that would best support teachers' program, activities and functional requirements

**ANSWER TO Q.NO.4:**

The three basic things be kept in mind while designing the classroom space-

1. Cleaning the classroom
2. The coziness of the classroom
3. Engaged classroom

**ANSWER TO Q.NO.5:**

Some of the inclusive characteristics structure of ECE centers/school are -

- ➢ Proper ventilation is very important for the healthy learning environment.
- ➢ Flooring should be proper. It should be even not and should be rough.
- ➢ Furniture should be according to the size of the students. It should not be bigger in size that the students feel uncomfortable to sit.

**ANSWER TO Q.NO.6:**

- ➢ The equipments should offer variety of learning experiences to students which may encourage them to experiment, explore and learn.
- ➢ The equipments should be kept in such a way that the children can access the materials by themselves.
- ➢ It should encourage the acceptance of the diversity like the gender, culture, abilities etc.
- ➢ Equipments should be both outdoor and indoor and should be rotated frequently according to the needs if the students

**ANSWER TO Q.NO.7:**

The materials in this corner can include-different types of paper, crayons, pencils, washable markers, slates, different coloured chalks, pieces of fabric, paints, brushes, tape, play dough or clay, rolling pins and boards, old newspaper and magazines for collage and ice-cream sticks

**ANSWER TO Q.NO.8:**

Improvised materials are those materials which are used in the absence of the original or the ideal objects to bring the same learning effect. Improvised materials are produced for effective teaching learning process. For example: if you want to show the solar system you can make it by using various materials such as balls of different size and colours, fixing it by strings and glue.

## 1.11 POSSIBLE QUESTIONS

**A. Short Questions (**Answer each questions in about 150 words**)**

1. What do you meant by optimizing space?
2. What are things that you should keep in mind when storing the materials?
3. What are various corners for display of materials?
4. State some locally available materials.

**B. Long Questions (**Answer each questions in about 300-500 words**)**

**1.** Prepare a weekly plan of the activities that you are going to follow in your ECE Centre.

**2.** Make some improvised materials for your students.

**3.** How can you design your space in the ECE centre for resourceful learning environment?

**********

# UNIT 2: POLICY RECOMMENDATIONS ON EARLY CHILDHOOD EDUCATION

## UNIT STRUCTURE


2.1 Learning Objectives

2.2 Introduction

2.3 Overview of National ECCE Policy

- 2.3.1 Vision of the Policy
- 2.3.2 Non-negotiable Standards of the Policy
- 2.3.3 Eight Quality Standards of Policy

2.4 ECCE under ICDs Mission

- 2.4.1 Components and Services
- 2.4.2 Service Standards
- 2.4.3 Developmental and Age Appropriate Activities

2.5 ECE in NCERT, NCTE and Samagra Sikhya Abhijan Draft 2018

- 2.5.1 ECE in NCERT
- 2.5.2 ECE in NCTE
- 2.5.3 ECE in Samgra Sikshya Abhijan Draft 2018

2.6 UNICEF on ECE

2.7 NEP 2020 on ECE

2.8 Let us Sum up

2.9 Further Reading

2.10 Answer to check your progress

2.11 Possible Questions

## 2.1: LEARNING OBJECTIVES

After going through this unit you will be able to-

- discuss the formation of ECCE policy
- explain the concept of quality standards of ECCE policy
- know about ICD mission
- highlight the significance of ECE in various academic exercises

## 2.2: INTRODUCTION

The concept of Early Childhood education becomes popular with the changing demand of social and economic structure. It has become an urgent responsibility of Government of India to provide high quality Early Childhood education to all the specified group of children with the noble purpose of shaping the future of the country. The initiatives of post-colonial India deserve its ranges to the different horizons for all round development of the child according to the rapid and successive ratification of the rights of the child. After UNOs convention on the rights of the child in the year 1989 and UN Summit for children 1990 it became a global issue that early childhood care and education should be the integral part of basic education. Again it was reinforced by the Millennium Development Goals adopted by the UNO in 2000 which gave importance to the early childhood development and maternal health. Besides the constitutional commitment, the concept of early childhood care and education has received attention from diverse stakeholders and has been widely accepted. In this context, India has been able to put together a fairly supportive policy framework and has launched some major initiatives for children. In this unit, we will discuss about different policies of ECEC and its place in various academic exercises.

## 2.3: OVERVIEW OF NATIONAL ECCE POLICY

The Government of India recognises the significance of Early Childhood Care and Education, which has been also included as a constitutional provision through the amended Article 45 (The Constitution Act, 2002) which directs that the State shall endeavour to provide ECCE for all children until they complete the age of six years. Accordingly the country has witnessed the formation of the National Policy for Children (1974), consequent to which the Integrated Child Development Services (ICDS) was initiated, the National Policy on Education (1986) which considers ECCE to be a critical input for human development; the National Nutrition Policy (1993) that recommended interventions for child care and nutrition during early childhood; the National

Health Policy (2002) and National Plan of Action for Children (2005) etc. To acknowledge the importance of Early Childhood Care and Education (ECCE), the Government of India has approved the National Early Childhood Care and Education Policy. The policy caters to all children under six years of age and commits to universal access to quality early childhood education.

With the aim of providing integrated services for the holistic development of all children from the pre-natal period to six years, the Government has proposed the National Early Childhood Care and Education (ECCE) policy in the month of March 2012 and has accepted the same in the year 2013 that laid down the way forward for a comprehensive approach towards ensuring a sound foundation for survival, growth and development of child. In the changing context of Indian social and economic phenomena, there is a need to ensure care and education for every child across the states through appropriate methodologies and for this purpose, the policy was formed and institutionalised in the country.

The prime objectives of the policy was to facilitate comprehensive childcare supports, infrastructures and services aimed at holistic wellbeing of children and responsive to their developmental needs and to reinforce early care and education and ensure adaptive strategies for inclusion of all children.

**According to the policy, the sub-stages with their age specific needs are as follows:**

a) Conceptions to birth- ante and post-natal health and nutritional care of mother, maternal counseling, safe childbirth, maternity entitlements, child protection and non-discrimination
b) Birth to three years- survival, safety, protective environment, health care, nutrition, attachment to an adult, opportunity for psycho-social stimulation, nurturing etc.
c) Three to six years- protection from hazards, health care, nutrition, play based preschool education

The policy has given importance on the access to equity, improvement of quality, capacity building, monitoring, supervision and research in the area. The policy has recommended constructing a regulatory framework for early childhood care and education to ensure basic quality inputs and outcomes across all service providers. The framework will be developed by the National ECCE council within one year of its establishment. As per the ECCE policy, the government is to be guided by the objectives of universalising ECCE through the provision of a comprehensive childcare support system, services and facilities and capacity-building of all stakeholders, while ensuring that these function within the prescribed quality standards.

### 2.3.1: Vision of the Policy

- The vision of the policy is to achieve holistic development and active learning capacity of all children below 6 years of age by promoting free, universal, inclusive, equitable, joyful and contextualised opportunities for laying foundation and attaining full potential.
- It envisages improving pathways for a successful and smooth transition from care and education provided at home to center based ECCE and thereafter to school-age provision by facilitating an enabling environment through appropriate systems, processes and provisions across the country.

### 2.3.2: Non Negotiable Standards of the Policy

The policy has suggested a multi-pronged approach to promote the appropriate practices of early childhood care and education. The policy emphasised on the basic norms and standards to develop the quality of ECCE available to children. The policy has suggested the following base standards which would be non-negotiable for promoting quality ECCE and should be made mandatory for all service providers-

1. An ECCE programme of 3-4 hours duration (with snack/break time of half an hour)
2. One classroom measuring at least 35 square meters (carpet area) for a group of 30 children and availability of adequate (at least 30 square meters) outdoor space for a group of 30 children
3. Adequately trained staff
4. Age and development appropriate, child centric curriculum transacted in the mother tongue/local vernacular
5. Adequate and developmentally appropriate toys and learning materials
6. A safe building (structurally safe) which is within easy approach. It should be clean and should have surrounding greenery.
7. Adequate and safe drinking water facilities.
8. Adequate and separate child-friendly toilets and hand wash facilities for girls and boys
9. Separate space allocated for cooking nutritionally balanced meals and nap time for children
10. Immediate health service in terms of First Aid/ Medical Kit available at the centre
11. The adult/ caregiver: child ratio of 1:20 for 3-6 year old children and 1:10 for under 3s should be available in the ECCE Centre. Children should not be unattended at any given point of time.

### 2.3.3: Eight Quality Standards of the Policy

A regulatory framework for ECCE was developed to ensure basic quality inputs for all service providers. As per the recommendations of the policy, National ECCE council has proposed eight key standards along with elements under each standard. These key standards are analysed in details as below--

**Standard 1: Interaction**

a) Teacher- child interaction
b) Child- Child interaction
c) Staff-family interaction

There should be a formative staff family relation to maintain the standard of education provided to the child.

d) Intra staff interaction

**Standard 2: Health, Nutrition, Personal Care and Routine**

a) Health (check-up, first aid, immunisation, handling illness)
b) Nutrition
c) Hygiene
d) Habit formation

**Standard 3: Protective Care and Safety**

a) Adult supervision
b) Socio/Emotional Protection
c) Physical safety

**Standard 4: Infrastructure/Physical environment**

a) Space, building, outdoors (size, ventilation, light, differently -abled)
b) Aesthetics , cleanliness, green area
c) Safety and approach
d) Water facility
e) Toilet facility

**Standard 5: Organisation and Management**

a) Programme philosophy and methods
b) Documentation and Records

c) Programmed planning
d) Parent involvement
e) Financial management(fee, salary, fund allocation)
f) Staffing(adequacy, professional qualifications, professional development opportunities, reflective practitioners)

**Standard 6: Children's Experiences & Learning Opportunities**

a) Provide opportunities for exploration, experimentation
b) Encourage child to make choices and participate in play
c) Foster child's language and literacy abilities
d) Develop problem solving and mathematical abilities
e) Promote each child's physical abilities
f) Nurture development and maintenance of relationships

g) Cultivate enjoyment and encourage participation in expressive arts

**Standard 7: Assessment and Outcome Measures**

a) Assessment methods
b) Assessment reporting
c) Facilitating development through assessment
d) Staff assessment and development
e) Programme assessment (staff meeting, parent feedback)

**Standard 8: Managing to Support Quality System**

a) Teacher education and on site professional development, opportunity for capacity building at all administrative levels, career path for the staff
b) Monitoring and supportive supervision
c) Research

**CHECK YOUR PROGRESS**

Q.1. How did ECEC become a part of constitutional provision?

---

---

Q.2. What are the objectives of National Early Childhood Care and Education (ECCE) policy?

---

---

Q.3. What is the ideal The adult/ caregiver: child ratio in the ECCE Centre as per ECCE) policy?

---

Q.4. What are the Eight Quality Standards of the ECCE Policy?

---

---

## 2.4: ECCE UNDER ICDS MISSION

The Integrated Child Development Services (ICDS) is the flagship programme, launched in the year of 1975 by Government of India which seeks to provide a holistic and integrated package of services related to health, nutrition and pre-school education. Recognising the importance of Early Childhood Care and Education (ECCE), ICDS is designed to promote all round development of children under six years with access to basic services at the community level. Under the ICDS mission, the Anganwadi Centres (AWC) were transformed as Early Childhood Care and Development Centre with an enabling environment for promotion of early childhood development, rather than the predominantly perceived 'feeding centre'.

### 2.4.1: Components and Services

Under the ICD Mission, the component of ECCE was reformatted. The focus was on strengthening ECCE as a core service of the centres with dedicated four hours of early childhood education sessions followed by supplementary nutrition and growth monitoring. Therefore, importance was given in making AWCs as the ECCE child friendly centre equipped with the locally appropriate learning materials, aids and facilities for teaching by trained Anganwadi workers.

The components of ECCE under the mission are as follows-

1. Supplementary Nutrition
2. Immunization
3. Health Check ups
4. Referral Services
5. Preschool Education (in a non formal way)
6. Nutrition and Health Education

In order to strengthen the concept of ECCE beyond AWC, various innovations are piloted under the ICDS mission including providing funds for promoting early intervention and stimulation, monthly monitoring and promotion of child growth and development milestones.

### 2.4.2: Service Standards

It has been propagated under the mission that there are some service standards of Early Childhood Care and Education to provide quality education and care to the children of 0-6 years of age. These service standards are explained as follows:

1. **Early Childhood Care Education and Development (ECCED)-**
    a) A functional child friendly AWC based on population norms with a trained AWW, which is open for 6 hours daily (including 4hours of ECCED, SNP and 2 hours for home visits and other AWC related services) and provides all ICDS services.
    b) A safe, protective and joyful early learning environment with necessary buildings, infrastructure and facilities including clean environment, safe drinking water, child friendly toilet, play space and local play activity materials.
    c) Need based services for crèches and day care as locally determined
    d) Supplementary nutrition as per norms for children of 6 months to 6 years for at least 300 days in a year.
    e) Development appropriate, early and joyful learning activities (ECCE) for 3-6 years olds for 4 hours a day for at least 21 days in a month.
    f) School readiness intervention /package for 5 plus and linkages with school (pre primary or primary)
    g) Platform for out of school adolescent girls if applicable
    h) Observation of regular monthly fixed ECCE day
2. **Child Development, Care and Nutrition Counseling**:

a) Skilled counseling support for infant and young child caring and feeding practices for under 3 years old.
b) Availability of support materials i.e. weight scales, cards, charts, kits, mats, cooking facilities, records and registers etc.
c) Home visits at critical contact points including newborn post-natal and neo-natal care by respective service providers.
d) Monthly monitoring and promotion of young child growth and development of children under 3 years, using new WHO child growth standards.
e) NHED for mothers and women
f) SNEHA SHIVIR for locally appropriate feeding and care, nutrition care and counseling session
g) Parenting support for families through prioritised home visits and counseling
h) Regular quarterly parent's meet

**3. Health Services:**

a) Linkages with ASHA, ANM and others for early registration of pregnancy
b) Linkages with health for timely and complete immunisation
c) Linkages with health for management of common neonatal and childhood illness.
d) Regular health checkups for infants and children

**4. Community Mobilization, Advocacy and IEC:**

a) Quarterly AWC management committee meetings
b) Sensitisation and engagement of mothers committee, self-help groups on ECCE
c) Social mobilisation campaign
d) Use of mass media
e) Community involvement in making awareness and interpersonal communication.

### 2.4.3: Developmental and Age Appropriate Activities

The mission has proposed the developmental and age appropriate activities for ECCE, separately for children under 3 years, between 3-4 years, between 4-5 years and between 5-6 years. These are shown in the following table:

| Age group | Activities |
|---|---|
| 0-3 years | a) Focus on Health, nutrition and early psycho-social stimulation through free play, adult child interactions in safe and clean environment |

| | |
|---|---|
| | b) Use of mother- child protection card to enhance care for development, early stimulation and for early detection and intervention of developmental delays. |
| 3-4 years | a) Planned play based programme for all round development with more of free play (2-3 hours)<br>b) Continuous opportunities, more free but some guided adult-child interactions with play material and environment through small and large groups.<br>c) Opportunities to listen to stories, learn rhymes, indulge in imaginative play, do simple problem -solving experiment to promote active and interactive learning.<br>d) Have a 'feel good' experience for a positive self image and more of large group activities, free but guided interactions, play environment in small groups |
| 4-5 years | a) Moving towards an increasing ratio of adult -guided vs free play activities<br>b) Reading readiness<br>c) Writing readiness<br>d) Motor development and creativity and aesthetic appreciation |
| 5-6 years | a) The concept of school readiness on various facets would focus on- sentence comprehension, visual perception and discrimination, number and space concept, reading readiness, colour, object identification, numeracy, early literacy etc,. |

Thus, under the ICDS mission, ECCE was significantly positioned. The focus was placed on organisation of the strategies of education through organisation of fixed monthly village ECCE day, advocacy and awareness generation, parent and community involvement etc. the AWW are trained properly to educate the children.

## 2.5 ECE IN NCERT, NCTE AND SAMAGRA SIKHYA ABHIYAN DRAFT 2018

### 2.5.1: ECE in NCERT

The National Council of Educational Research and Training (NCERT), established in the year 1961 have been playing the significant role in research, development, extension and training in various aspects of education. The Department of Elementary Education, NCERT covered the areas of Early Childhood Care and Education (ECCE), Early Literacy Programme (ELP) and Elementary Education.

**The role and functions of NCERT in the context of ECCE are as follows:**

a) Developing exemplar materials for training of the grassroot ECE functionaries
b) Developing resource materials for pre-school teachers, parents and other groups
c) Conducting need based research studies in the area of ECCE
d) Building capacities of the States in the area of ECCE and strengthening SCERT's and DIET's, six month diploma course on ECCE which is offered every year.
e) Conducting training programme for the stakeholders in planning, implementation and monitoring of the ECCE programme.
f) Providing resource support, developing awareness and sensitising community on issues related to RTE and ECCE and together with documenting and disseminating of innovative materials in ECCE.

NCERT has developed 'Guidelines for Pre-school Education' and a Preschool Curriculum'. It aims at helping the teachers, administrators, policy planners and other stakeholders to provide good quality preschool education to children.

### 2.5.2: ECE in NCTE

National Council of Teacher Education (NCTE), which is a statutory body established in the year of 1995 has laid down the norms and standards for two programmes concerning ECCE, namely Pre-School and Nursery Teacher Education Programmes. NCTE has also undertaken the task of accreditation of the institutions offering pre-primary and nursery teacher training course. Further, keeping in view the ground realities obtaining in different parts of the country and to ensure the adequate supply of suitably qualified teachers for the growing area of ECCE, the following four programmes have been further proposed by NCTE. These are-

a) Certificate in Early Childhood Care and Education (CECCE)
b) Diploma in ECCE and Early Primary Education (DECCE&EPED)
c) Diploma in ECCE and Primary Education (DECCE&PED)
d) Post graduate diploma in ECCE (PGDECCE)

### 2.5.3: ECE in Samagra Sikhya Abhiyan Draft 2018

The Samagra Sikhya Abhiyan is an integrated scheme on school education, initiated to ensure inclusive and equitable quality education from pre-school to senior secondary stage in accordance with the Sustainable Development Goal for education. The scheme was launched mainly for universal access, equity and quality, promoting vocationalisation of education and strengthening the teacher educational institutions. The draft framework of the scheme was published in the year of 2018, which gave importance in setting up preschool classes in schools. The main features of the draft framework of Samagra Sikshya 2018 are discussed as below-

a) Preschool education covers all the Anganwadi centers, Balwadi, Nursery, Preschool, Preparatory, LKG, UKG, Play centres, Creches, Bal Vatikas etc.
b) The pre-school programme may be of up to 2 years duration that is for children of the age group four to six years.
c) States and UTs have been asked to examine the possibility of shifting the Anganwadi centers(AWCs) to the campus of the nearby primary schools located in the habitation of AWCs catchment with a view to improve child preparedness for going to school and to ensure smooth transition from pre-school to formal schooling.
d) Wherever the state government is desirous of providing pre-school education in the formal primary school, the scheme will provide support to enable the co-located AWCs to enrich and sustain its preschool and school preparedness components.
e) The physical environment of the school campus aligned to the primary/elementary school will be such that children feel safe, secure, comfortable and at ease and can enjoy exploring and learning.
f) The preschool will be equipped with basic sanitation facilities such as healthy, safe and nutrious meals, safe drinking water facility and cleanliness in and around the school.
g) To accommodate children with special needs, the facilities have to be ensured like ramp facilities, play learning materials, aids, toilet etc.
h) Special care will have to be taken so that there is no child abuse in any way.

i) There are some basic principles of curriculum which should be visualised as play, art, formal and informal interaction, experience rather than expertise, development appropriate practices etc.

j) A child is ready to enter in an organised preschool programme on completion of 4 years of age. The duration of the school timings will be four hours. Within the duration period, the programme should provide facilities for nap time as well.

k) The pre-school programme will be holistic in nature based on child centered and process oriented approach.

The draft ensured the quality of ECCE through providing support and services in building good infrastructures, sanitary facilities, safety precautions inside and outside the centres, facilities for children with special needs, curriculum, duration, learning activities, outdoor activities, professional development of teachers and community awareness.

## 2.6: UNICEF ON ECE

United Nations International Children's Emergency Fund (UNICEF), established in the year 1946 works globally with the UNO and its agencies to protect the rights of every child and to improve the lives of children and their families. UNICEF has supported the unique Early Childhood Education and provided necessary suggestions in implementing the ECCE policy. UNICEF was also involved in developing the ECCE Curriculum and provided technical support for capacity building. UNICEF designs and conducts ECCE and School readiness programme to ensure that children are ready for school and since their early years are being brought up in an environment conducive to learning. It has partnered with the 'Child to Child Trust' to develop 'getting ready for school: a child to child approach' which provides supplemental cost-effective and efficient interventions in developing countries that have inadequate formal early learning opportunities. Moreover, UNICEF has developed Early Learning Development Standards (ELDS) to ensure the ECCE is quality based and norms specific.

**UNICEF focuses on four areas of intervention for early childhood development**:

1. Quality basic health, nutrition, HIV/AIDS, education and protection services
2. Good care practices for children within the family and community
3. Early child development policies
4. Peace building in early childhood

UNICEF works with governments, civil society, private sector, communities, inter-governmental agencies and other partners to achieve the following objectives:

a) Improved service delivery capacity for early childhood development at the national, district and local levels
b) Improved family and community care practices for survival, growth and development
c) Develop policies and coordinating structures to include early childhood development into national development plans, funding and mechanisms
d) Increased ability to monitor child development and family care competencies for informed decision making

In this context, UNICEF's programme guidance for early childhood development provides a framework for implementing the commitments made for early childhood care within the Sustainable Development Goals and the UNICEF's Strategic Plan (2018-21).

UNICEF launched the strategic plan for early childhood development to realise the five goal area-

1. **Goal Area 1**- Every child survives and thrives
2. **Goal Area 2**- Every child learns
3. **Goal Area 3**- Every child is protected from violence and exploitation
4. **Goal area 4**- Every child lives in a safe and clean environment
5. **Goal Area 5**- every child has an equitable chance in life

## 2.7 NEP 2020 ON ECCE

Till now, we have discussed many recommendations on ECCE by various academic exercises. Along with, NCERT, NCTE, SAMAGRA SIKSHYA, international organisations like UNICEF have put significant emphasis on ECCE. We all are aware that the education system in our country is being reshaping with the immediate implementation of New Education policy 2020. This policy has restructured the educational structure with a new pedagogical and curricular structure of 5+3+3+4 which covers students from the ages 3-18. In this new 5+3+3+4 structure, a strong base of Early Childhood Care and Education (ECCE) is included as it covers students from age 3 in the foundation stage (3 years of Pre-schooling+2Years) with an aim to promote better and overall learning, development, and well-being for the student.

**NEP 2020's Recommendation on ECCE-**

- ✓ A National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of 8 will be developed by NCERT in

two parts. Firstly a sub-framework for 0-3 year-olds, and secondly a sub-framework for 3-8 year-olds.

- ✓ ECCE shall be delivered through a significantly expanded and strengthened system of early-childhood education institutions which will be consisting of :
  (a) standalone Anganwadis; (b) Anganwadis co-located with primary schools; (c) pre-primary schools/sections covering at least age 5 to 6 years co-located with existing primary schools; and (d) stand-alone pre-schools
- ✓ For universal access to ECCE, Anganwadi Centres will be strengthened with high-quality infrastructure, play equipment, and well-trained Anganwadi workers/teachers.
- ✓ To prepare an initial cadre of high-quality ECCE teachers in Anganwadis, current Anganwadi workers/teachers will be trained through a systematic effort in accordance with the curricular and pedagogical framework developed by NCERT.
- ✓ Anganwadi workers/pre-teachers with qualifications of 10+2 and above shall be given a ***6-month certificate programme in ECCE***; and those with lower educational qualifications shall be given a ***one-year diploma programme*** covering early literacy, numeracy, and other relevant aspects of ECCE
- ✓ ECCE will also be introduced in Ashramshalas in tribal-dominated areas and in all formats of alternative schooling in a phased manner.
- ✓ The planning and implementation of early childhood care and education curriculum will be a joint effort by the Ministries of HRD, Women and Child Development (WCD), Health and Family Welfare (HFW), and Tribal Affairs.

**CHECK YOUR PROGRESS**

Q.5 Fill in the blank-

Under the ICDS mission----------were transformed as Early Childhood Care and Development Centre

---

---

Q.6. What are the components of ECCE under the ICDS mission?

---

---

Q.7. What is the full form of ECCED?

---

---

Q.8. State two main features of the draft framework of Samagra Sikshya 2018 on ECE.

---

---

Q.9. What are the five goal area of UNICEF's strategic plan for early childhood development?

---

---

Q.10. What is the new structure of education as per NEP 2020?

---

## 2.8. LET US SUM UP

After going through this unit, it can be summarised as-

- ECCE is promoted as a holistic input for fostering health, psycho-social, nutritional and educational development of the child. Systematic provision of ECCE helps in development of children in a variety of ways.
- The Government of India recognises the significance of Early Childhood Care and Education, which has been also included as a constitutional provision through the amended Article 45 (The Constitution Act, 2002)
- To acknowledge the importance of Early Childhood Care and Education (ECCE), the Government of India has approved the National Early Childhood Care and Education Policy. The policy caters to all children under six years of age and commits to universal access to quality early childhood education.
- Eight Quality Standards of the ECCE Policy- Standard 1: Interaction, Standard 2: Health, nutrition, personal care and routine, Standard 3: Protective care and safety, Standard 4: Infrastructure/physical environment, Standard 5: Organisation and management, Standard 6: Children's Experiences & Learning Opportunities, Standard 7: Assessment and Outcome Measures, Standard 8: Managing to Support Quality System

- The Integrated Child Development Services (ICDS) is the flagship programme, launched in the year of 1975 by Government of India which seeks to provide a holistic and integrated package of services related to health, nutrition and pre-school education
- UNICEF has developed Early Learning Development Standards (ELDS) to ensure the ECCE quality based and norms specific
- In NEP 2020, under 5+3+3+4 structure, a strong base of Early Childhood Care and Education (ECCE) is included as it covers students from age 3 in the foundation stage (3years of Pre-schooling+2Years).

## 2.9 FURTHER READING


1. Aggarwal, J. C. and Gupta Suman. *"Early Childhood Care and Education".* Shipra Publications, 2009
2. Goffin, Stacie G. and Wilson, Catherian S. *"Curriculum Models and Early Childhood Education: Aspiring the Relationship".* Prentice Hall, 2001
3. Mukherji, Penny and Dryden Louise. *"Foundations of Early Childhood Principles and Practices"*. SAGE publication India Pvt Ltd, 2017
4. Roopnarine, Jaipaul L. and Johnson, James Ewald, *"Approaches to Early Childhood Education".* Prentice Hall, 2005
5. Pattnaik Jyotsna : *Early Childhood Education in India: History, Trends, Issues and Achievement*, Early Childhood Education Journal, 11-16 September 1996
6. Koul Venita, Sankar deepa: *Early Childhood Care and Education in India*, NUEPA, New Delhi, 2009
7. Report, National Early Childhood Care and Education (ECCE) Policy, Ministry of Women and Child development, Government of India, published in the Gazette of India, Part-I, section-I, 2013
8. UNICEF Early Childhood Development Section, UNICEF's Programme Guidance for Early Childhood Development (internet document), 2017
9. NCTE 2006. Norms and Standards for Pre school Teacher Education Programme leading to certificate in Education http:www.ncte-in.org


**Web Links:-**

http://www.samagra.mhrd.gov.in/framework

https://www.unicef.org/earlychildhood/index_68195.html

https://unicef.in

NEP2020, Ministry of Human Resource Development, Govt. of India

www.nipccd-earchive.wcd.nic.in

## 2.10 ANSWER TO CHECK YOUR PROGRESS

**ANSWER TO Q.NO.1:**

Early Childhood Care and Education has been included as a constitutional provision through the amended Article 45 (The Constitution Act, 2002) which directs that the State shall endeavour to provide ECCE for all children until they complete the age of six years.

**ANSWER TO Q.NO.2:**

The objective of National Early Childhood Care and Education (ECCE) policy are-

- ✓ To provide integrated services for the holistic development of all children from the pre-natal period to six years
- ✓ To facilitate comprehensive childcare supports, infrastructures and services aimed at holistic wellbeing of children and responsive to their developmental needs and to reinforce early care and education and ensure adaptive strategies for inclusion of all children.

**ANSWER TO Q.NO.3:**

The adult/ caregiver: child ratio is 1:20 for 3-6 year old children and 1:10 for under 3s in the ECCE Centre

**ANSWER TO Q.NO.4:**

Eight Quality Standards of the ECCE Policy- Standard 1: Interaction, Standard 2: Health, nutrition, personal care and routine, Standard 3: Protective care and safety, Standard 4: Infrastructure/physical environment, Standard 5: Organisation and management, Standard 6: Children's Experiences & Learning Opportunities, Standard 7: Assessment and Outcome Measures, Standard 8: Managing to Support Quality System

**ANSWER TO Q.NO.5:**

The Anganwadi Centres (AWC)

**ANSWER TO Q.NO.6:**

Supplementary Nutrition, Immunisation, Health check-ups, Referral services, Preschool Education (in a non formal way), Nutrition and Health Education

**ANSWER TO Q.NO.7:**

Early Childhood Care Education and Development

**ANSWER TO Q.NO.8:**

1. Wherever the state government is desirous of providing pre-school education in the formal primary school, the scheme will provide support to enable the co-located AWCs to enrich and sustain its preschool and school preparedness components.
2. The physical environment of the school campus aligned to the primary/elementary school will be such that children feel safe, secure, comfortable and at ease while enjoying both exploring and learning.

**ANSWER TO Q.NO.9:**

Goal Area 1- Every child survives and thrives, Goal Area 2- Every child learns, Goal Area 3- Every child is protected from violence and exploitation, Goal area 4- Every child lives in a safe and clean environment, Goal Area 5- every child has an equitable chance in life-

**ANSWER TO Q.NO.10:**

5+3+3+4

## 2.11 POSSIBLE QUESTIONS

### C. Short Questions (Answer each questions in about 150 words)

1. What are the age specific needs according to the ECCE policy?
2. State the vision of the ECCE policy.
3. Write short notes on ICDS.
4. Mention the role and functions of NCERT in the context of ECCE.
5. What are the four areas of intervention for early childhood development as focused by UNICEF?

### D. Long Questions (Answer each questions in about 300-500 words)

1. Write an overview of National Early childhood Care and Education Policy 2013?
2. Discuss the Non Negotiable Standards of the ECCE Policy.
3. Discuss the Eight Quality Standards of the ECCE Policy
4. Discuss about the ECCE under ICDS mission.
5. Highlight the developmental and age appropriate activities for ECCE under ICDS mission

6. Critically analyse the role of NCERT, NCTE and Samagra Sikshya Abhijan in quality upgradation of ECCE.
7. Discuss the service standards of ECCE under ICDS and its role to develop the quality of ECCE.
8. Elaborate the role of NEP 2020 to develop the quality of ECCE.

**********

# UNIT3: MANAGEMENT OF EARLY CHILDHOOD EDUCATION CENTRE

## UNIT STRUCTURE


3.1 Learning Objectives

3.2 Introduction

3.3 Managing learning environment of ECE

3.3.1 Concept of management

3.3.2 Features of management

3.4 Concept of discipline

3.4.1Importance of discipline in Early Childhood Education

3.5 Managing learners in ECE

3.6 Managing staff in ECE

3.6.1 Training inputs and institutional support

3.7 Managing finances in ECE

3.8 Let us sum up

3.9 Further Reading

3.10 Answer to check your progress

3.11 Possible Questions


## 3.1 LEARNING OBJECTIVES

After going through this unit, you will be able to-

- define the concept of learning environment of ECE
- explain the ways to manage learning environment
- define the concept of discipline
- explain the needs of discipline in ECE
- explain the ways to manage learners in ECE

- explain the ways to manage staff in ECE
- explain the ways to manage finances in ECE

## 3.2 INTRODUCTION

The transformation of ‘teacher-centric education’ to ‘learner-centric education’ system has given rise to so many new concepts in our education system. It is that approach which focuses on the needs and interests of the learners rather than teachers and administration. It puts the learner first instead of teachers. The so called ‘teacher-centeredness’ is replaced by learners as the focal point and that is why learners’ interests, needs, aspirations, attitude, aptitude, creativity etc. are the prime points of today’s education system. This importance of the child/learner/student is reflected not only when he is admitted in school formally. That is why the ‘early childhood education’ is now the talk of the day. It is a branch of education theory that relates to the teaching of children (formally and informally) from birth up to the age of eight. In the previous unit, you have come across different aspect of ECE. In this unit, we will discuss about managing learning environment of ECE including learners, staff and finances.

## 3.3 MANAGING LEARNING ENVIRONMENT

A good learning environment is very conducive for both students and teachers. Creating such an environment is essential for success inside and outside the classroom. It helps to make students feel safe and willing to share things in learning. Classrooms should represent the students equally and everyone should know each other’s identity. It should make students also to feel respect and feel what their contributions matter in the entire education process. No student should be singled out or secluded in the classroom. Everyone should feel accepted, wanted and responded. All these can happen only in a good learning environment.

### 3.3.1 Concept of Management

Management is the process of planning, organizing, directing, controlling and evaluating to achieve predetermined objectives of institutions through coordinated use of human and material resources. It in an academic discipline refers to substantive body of knowledge of concepts,

theories, laws and applications in practice. It can be defined as an act that involves control, supervision and leading of other persons. It also involves overseeing projects, resources and business enterprises. Management is an orderly way of thinking and is a method of operation. In the words of Henry Fayola to manage is to forecast and plan, to organize, to command, to co-ordinate and to control.

### 3.3.2 Features of Management

1. Management is Art as well as Science.
2. Management is an activity.
3. Management is a continuous process.
4. Management involves achieving pre-determined objectives.
5. Management is an organized activity.
6. Management is a factor of production.
7. Management as a system of activity.
8. Management is a discipline.
9. Management is a purposeful activity.
10. Management is a distinct entity.
11. Management aims at maximizing profit.
12. Management involves decision-making.

**Managing learning environment comprises of,**

1. Learners' characteristics.
2. Learning and teaching goals.
3. Activities that support learning.
4. Assessment strategies that drive and measure learning.
5. A culture that directly infuse a learning environment.

For the managing of the learning environment for early childhood education centers it's necessary for the pre-school teachers follow the following measures--

- Address learners' needs.
- Keep the environment positive.
- Provide continuous feedback to the learners.

- Celebrate learners' success.
- Take good care of students and teachers' safety.
- Use interactive games and activities etc.

## 3.4 CONCEPT OF DISCIPLINE

Discipline is a key issue in any system of education as well as organization for its survival and smooth functioning. To maintain peace and order in society, conforming social norms is very essential and so the need of discipline arises. The word 'discipline' comes from a Latin word 'disciplina' meaning 'to born'. It means one's voluntary submission to the rules, norms, orders, ideals, and regulations etc. of the teacher for attaining educational objectives. It helps in self-control and cultivating good habits. Welton said the aim of discipline is the training of conscience which consists in the cultivation of the good will and development of moral insight.

### 3.4.1 Importance of Discipline in Early Childhood Education

Discipline in early childhood education is the method used to prevent behavioral problems in children. They need to be given regular discipline to be taught right from wrong and to maintain safe. Its aim is to develop and entrench desirable social habits in children and the ultimate goal is to foster sound judgment and morals so that the child develops and maintains self-discipline throughout the rest of his/her life.

***The following will highlight the importance of discipline of Early Childhood Education-***

- Children before going to formal schooling at the age of 5-6 years need to develop proper personality traits like self-confidence and tolerance. They also need to behave properly as per the age and mental development as well as temperament.
- The rules, regulations, ideals, morals that are likely to be follow while stepping into formal schools, introducing them and for abiding them in that level introducing certain discipline of that kind is very necessary as well as to follow them in early childhood level.
- Discipline is very necessary for behavior modification. Many children in the age group of early childhood develop bad habits of eating, sanitization, dressing, playing etc. that are likely to transfer to the later periods. To modify them at the earliest possible time, certain kinds of discipline is needed.
- Discipline fosters problem-solving skills in children. Parents and teachers should work with the child to develop solutions.

- Gentle discipline in early childhood helps to focus on preventing problems. It helps the children to get an insight into own problems and solving themselves.
- Many techniques of discipline involve praise and reward. It during ECE works as positive reinforcement which encourages good behavior to continue and provides kids with clear incentives to follow the rules.
- Discipline also fosters positive relationship between parents-kids and kids-teachers. And quite often, that positive relationship reduces attention-seeking behavior and motivates kids to behave well.
- Discipline is also necessary to build good bonding among kids. Kids from different family backgrounds during ECE, when they have to abide by the same rules and orders can build good bonding.
- Discipline in ECE is after all a preparation for the upcoming phases of life. It is the raw stage of life to infuse good values and those values will likely to continue life throughout.

**CHECK YOUR PROGRESS**

Q.1. What does management mean?

---

---

Q.2.State few features of management.

---

---

Q.3. State the measures to be taken by the pre-school teachers for the managing of the learning environment for early childhood education centers.

---

---

Q.4. What is the derivative meaning of discipline?

---

---

## 3.5 MANAGING LEARNERS IN ECE

Early childhood classrooms are wonderful places for children in order to learn those social skills which are necessary to enter into kindergarten and later school successfully. According to Vygotsky, children's learning begin long before they attend school and that any learning a child

encounters in school always has a previous history. Therefore, the pre-school surroundings where children study and the social and intellectual qualities of teachers and parents have a strong power on the children.

***Some of the features of early childhood learners are as follows-***

1. They think very concretely and not abstractly or figuratively as youths and adults do.
2. They are not capable of reasoning or organizing abstract concepts along with logic.
3. They love to learn with their whole bodies- love to taste, touch, move explore smell, watch and wonder.
4. They are just beginning to develop some literary skills, some can write their own name, recognize letters of the alphabet and count.
5. They enjoy being told stories and read to.
6. They are often easily distracted from staying in one task.
7. Children are blissfully ego-centric, see the world through their own eyes.
8. They are developmentally incapable of understanding another's perspectives or emotions.

While managing the children of ECE, the teachers have to keep in mind all the features of them in that particular stage. For this, the following things are important--

1. Relating learning to the experiences children already has or to new experiences he can share with them.
2. Giving children plenty of opportunities to move around.
3. Providing a variety of learning experiences like stories, art, music, words, numbers, group interaction etc.
4. Avoiding figures of speech, symbolism, analogies etc.
5. Remembering that each child develops at his or her own pace.
6. Teachers should do their best to make learning fun, make the classroom a 'safe' and friendly place where kids will want to be every week.

***While managing an ECE class, some 'must be there' qualities a teacher should have are-***

1. Passion for ECE
2. Patience and a sense of humor
3. Creativity
4. Communication skill
5. Flexibility

6. Understanding
7. Diversity

***Regarding the methods for dealing with ECE learners, the following things are important---***

1. **Making children the center of learning**. The teacher's task is not to talk, but to prepare and arrange a series of motives for cultural activities in a special environment for the child.
2. **Encouraging child to learn.** It can be done by providing freedom for them in the prepared environment.
3. **Observing the child**. It is necessary to prepare the best possible environment, recognize sensitive periods and diverting inappropriate behavior to meaningful task.
4. **Respecting each child** and model ongoing respect for all children and their tasks.
5. **Introducing learning material**, demonstrate them and support child's learning. The teacher should introduce learning materials after observing each child.

## 3.6 MANAGING STAFF IN ECE

Pre-school services are generally owned by or managed by a childcare manager (private/community). A pre-school's management is typically responsible for-

1. Directing and supporting all the works of the staff.
2. Recruitment, induction, training, development and performance management of the staff.
3. Looking over the overall safety and security of the children under their care.
4. Management of the finances of the services and reporting the same to the committee/ board of management/investors etc.

In order to function successfully, ECE management should work as a team. There is the need to collaborate with colleagues and family members and need to reflect on own experiences and practices. In this process of collaboration, the following things are important---

1. Respecting each pre-school child under one's care and their families and acknowledging individual differences regarding growth, background, beliefs and values.

2. Inviting and including each family in planning and decision-making about their child's development and learning and making sure that every family has an opportunity to share their views or ideas with teachers.
3. Meeting regularly with colleagues to plan experiences for children and their families. Regular meetings help to discuss children's progress, plan experiences and make necessary changes.
4. Asking and clarifying questions when not sure about something about the child under care.
5. Sharing ongoing observational information on each child in one's care with the respective family and colleagues and use that information to plan for individual child and the group.
6. Providing a variety of developmentally appropriate choices and experiences for children in one's care.
7. Developing a good attitude and showing respect for each child and people one collaborates as well as appreciating each member's contributions.

### 3.6.1 TRAINING INPUTS AND INSTITUTIONAL SUPPORT

For raising the quality of ECE, effective preparation of teachers/service providers is a key issue, because for ECE, focus is paid on teaching learners through play-based, child-centered methodology and for this the teacher need to require much specialized skills and knowledge to provide of some concepts within the class. ECE has been included as an area of vocational education in the curriculum of higher/senior secondary stage of education (+2) in CBSC and many state education boards. The open and distance learning mode of training is also used extensively to offer certificate and diploma courses in ECE. Indira Gandhi National Open University (IGNOU), National Institute of Open Schooling (NIOS) and several other State Specific Open University (SSOUs) like Kota Open University, Rajasthan; Bhoj Open University of Madhya Pradesh; and RPDT Open University of Uttar Pradesh also offer specialized certificate and /or diploma courses in ECE through open and distance mode.

## 3.7 MANAGING FINANCES IN ECE

In India as per the census of 2011, there were 164.48 million children of 0-6 years of age. The Government of India approved the National Early Childhood Care and Education (ECCE) policy in 2013. The policy caters to all children under 6 years and commits to universal access to

quality early childhood education. The Ministry of Women and Child Development (MWCD) is responsible for the Integrated Child Development Services (ICDS) programme, which is a centrally sponsored and state administered ECCE programme, covering around 38 million children through a network of almost 1.4 million Anganwadi centers.

The public funds allocated to children are classified **under four heads** in the child budgeting exercise-

A. ICDS
B. Nutrition,
C. Education,
D. Health and Child protection and others.

In the Union Budget, the allocations for the centrally sponsored schemes for child-related provisions including ECE account for less than 5% of the total outlays in recent years, but it is definitely was an improvement over early 1990s.

However, in spite of the increasing provisions by Union Government for ECE, it is the state Governments which provides for the running costs of such provisions, which is quite large.

For implementing national ECE policy, UNICEF has been continuously in action for developing state ECE curriculum. It includes orientation and capacity building workshops, developing TLM etc. Along with these, UNICEF has committed itself for funding ECE.

**CHECK YOUR PROGRESS**

Q.5. Mention some of the features of early childhood learners.

---

---

Q.6. What are the responsibilities of Pre-school manager?

---

---

Q.7. List out the Institutions in India offering the open and distance learning mode of training to pre-school teachers.

---

---

Q.8. What is the full form of MWCD?

---

---

Q.9. What are the **four heads of** public funds allocated to children?

---

---

## 3.8 LET US SUM UP

After going through this unit, it can be summarized as-

- In India, according to Census 2011 data there are 164.48 million children of 0-6 years of age. Recognizing the need to provide quality pre-primary programmes, a number of constitutional and policy provisions have been made such as the 86th Constitutional Amendment which introduced Article 21A on the right to free and compulsory education for 6-14 years old children and Article 45 to urge states to provide ECCE for all children until they complete the age of six years.
- The Right of Children to Free e and Compulsory Education (RTE) Act 2010 guarantees children their right to quality elementary education.
- ECE is not recognized as a compulsory provision by RTE, but RTE urges states to provide free pre-school education for children above three years. The 12th Five Year Plan acknowledges the importance of ECE and improving school preparedness.
- The Government of India approved the National Early Childhood Care and Education (ECCE) Policy in 2013. The Policy framework also includes the National Curriculum Framework and Quality Standards for ECCE.
- Despite the recognition of the importance of ECE by the Government of India, the challenges in implementation still remain. There are still substantial numbers of children not enrolled in preschools. Even in elementary education, while there is a significant rise in enrolments, the dropout rate continues to be a matter of concern, with drop outs being

highest in the first two grades of elementary schooling. Learning assessments also show that literacy skills are poor in early primary grades. This point to the urgency of helping children, particularly from first generation families, develop adequate school readiness through a good quality ece programme, to enable them to make a smooth transition.

## 3.9 FURTHER READING


1. Aggarwal, J.C. (1996). Theory and Principles of Education, Vikash Publishing House, New Delhi.
2. Aggarwal, J.C. and Gupta Suman (2009). Early Childhood Care and Education, Shipra Publications.
3. Bhuyan, Boby. (2014). Educational Management and Administration, Union Book Publication, Guwahati.
4. Das, Phunu. Goswami, Sadhana. Sharma, Nirupama. (2011). Principles and Theories of Education. Shanti Prakashan, Guwahati.
5. Khanna, S.D. (2002). History of Indian Education and Its Contemporary Problems, Doaba House, New Delhi.
6. Kochar, S.K. (1995). Methods and Techniques of Teaching, Starling Publications Pvt. Ltd.


## 3.10. ANSWER TO CHECK YOUR PROGRESS

**ANSWER TO Q.NO.1:**

Management is the process of planning, organizing, directing, controlling and evaluating to achieve predetermined objectives of institutions through coordinated use of human and material resources

**ANSWER TO Q.NO.2:**

Few features of management-

1. Management involves achieving pre-determined objectives.
2. Management is an organized activity.
3. Management is a factor of production.

**ANSWER TO Q.NO.3:**

The measures to be taken by the pre-school teachers for the managing of the learning environment for early childhood education centers

- Address learners' needs.

- Keep the environment positive.
- Provide continuous feedback to the learners.
- Celebrate learners' success.
- Take good care of students and teachers' safety.
- Use interactive games and activities etc

**ANSWER TO Q.NO.4:**

The word 'discipline' comes from a Latin word 'disciplina' meaning 'to born'. It means one's voluntary submission to the rules, norms, orders, ideals, and regulations etc. of the teacher for attaining educational objectives.

**ANSWER TO Q.NO.5:**

Some of the features of early childhood learners-

1. They enjoy being told stories and read to.
2. They are often easily distracted from staying in one task.
3. Children are blissfully ego-centric, see the world through their own eyes.

**ANSWER TO Q.NO.6:**

A pre-school's management is typically responsible for-

5. Directing and supporting all the works of the staff.
6. Recruitment, induction, training, development and performance management of the staff.
7. Looking over the overall safety and security of the children under their care.
8. Management of the finances of the services and reporting the same to the committee/ board of management/investors etc.

**ANSWER TO Q.NO.7:**

Indira Gandhi National Open University (IGNOU), National Institute of Open Schooling (NIOS) and several other State Specific Open University (SSOUs) like Kota Open University, Rajasthan; Bhoj Open University of Madhya Pradesh; and RPDT Open University of Uttar Pradesh.

**ANSWER TO Q.NO.8:**

The Ministry of Women and Child Development.

**ANSWER TO Q.NO.9:**

The public funds allocated to children are classified **under four heads** in the child budgeting exercise-

A. ICDS
B. Nutrition,
C. Education,
D. Health and Child protection and others.

## 3.11 POSSIBLE QUESTIONS

**E. Short Questions (**Answer each questions in about 150 words**)**

1. Why is discipline important in Early Childhood Education?
2. What is the responsibility of The Ministry of Women and Child Development (MWCD)?
3. Briefly discuss some of the features of early childhood learners.
4. Briefly discuss the management of ECE.
5. How are the staff managed in ECE?

**F. Long Questions (**Answer each questions in about 300-500 words**)**

1. Explain the process associated with the training various persons of ECE
2. Discuss some problems of ECE in India
3. Discuss the importance of discipline in Early Childhood Education
4. As a preschool teacher how would you manage the environment of your school?
5. Discuss the finance management procedure in ECE.

**********

# UNIT 4 MAINTENANCE OF EARLY CHILDHOOD EDUCATION CENTRE

## UNIT STRUCTURE

4.1 Learning Objectives

4.2 Introduction

4.3 Common Discipline Problems in Children Coming to Anganwdi/ECCE Centers

4.4 Maintaining Discipline in Anganwadi/ECCE Centers

4.4.1 Multi-Age Grouping and discipline

4.5 Maintenance of Different Kinds of Records

4.6 Working with Other Colleagues and Maintaining Work-Relationship

4.7 Ideal Teacher-Pupil Ratio and Managing Large Groups

4.7.1 Managing Classroom arrangement during large group activities

4.7.2 Classroom arrangement during small group activities

4.8 Let us Sum Up

4.9 Further Reading

4.10 Answer to check your progress

4.11 Possible Questions

## 4.1 LEARNING OBJECTIVES

After going through this unit, learners will be able to-

- explain the problems of children going to Anganwadi
- illustrate different kinds of records of Anganwadi and ECCE centres
- explain the process of maintaining discipline in Anganwadi/ECCE centres
- explain the concept of ideal teacher-pupil ratio

- explain the ways to manage large groups

## 4.2 INTRODUCTION

Till now, you have come across different concept, polices regarding early childhood education. In the previous unit, we have discussed about the management of early childhood education. Therefore, you must have realized that that how important it is for the children and their future. Being a pre-school teacher or angwanwadi worker, you must be ready to face different disciplinary problems in your school. In this unit, we will discuss some of such problems and how it can be addressed. Besides, in the sub part, we will disscuss about maintaining record of child and maintain good relationship with other colleagues in the ECE centers. Lets' discuss-

## 4.3 COMMON DISCIPLINE PROBLEMS IN CHILDREN COMING TO ANGANWADI/ECCE CENTERS

In the unit 3 of this course, we have discussed about discipline and why is it important for the early childhood education. Early childhood is a time of tremendous growth across all areas of development. The dependent newborn grows into a young person who can take care of his or her own body and interact effectively with others. They are grown and brought up under the care of family and ECE centers up to a particular age. These ECE centers can be pre-school, play group or angwanwadi. The Integrated Child Development Service (ICDS) Scheme providing for supplementary nutrition, immunization and pre-school education to the children is a popular flagship programme of the government which was launched in 1975. It is one of the world's largest programmes providing for an integrated package of services for the holistic development of the child. ICDS is a centrally sponsored scheme implemented by state governments and union territories. The scheme is universal covering all the districts of the country. The Scheme has been renamed as Anganwadi Services.

While each child is unique, the challenges they face vary. Back talking, biting, and bossiness are fairly universal. Discipline is a learning process wherein parents teach children how to make good choices. In the form of positive parenting, children freely express themselves while learning how to behave appropriately, be considerate of others, and respect rules and regulations. Before one can correct misbehaviors, however, he/she needs to understand why they're happening. There are some common discipline issues parents and pre-school teachers or angwanwadi worker face and strategies for coping with them. These are-

**Problem 1: Biting**

While some children actually bite the hand that feeds them, turning their teeth on unsuspecting parents, others sink their teeth into siblings and playmates. For children who haven't yet developed the language skills needed to express their feelings, biting is a form of communication

**Problem 2: Hitting & Kicking**

Like biting, hitting or kicking a parent or playmate is what a child does when frustrated, angry, sad, or simply unable to get his point across.

**Problem 3: Lying**

Children, like many adults, are guilty of stretching the truth from time to time. Children lie when they feel trapped, threatened, or scared of punishment or rejection.

**Problem 4: Temper Tantrums**

Young children, often caught in a constant struggle between dependence and independence, are easily frustrated. These tearful explosions often exhaust parents but can actually be quite terrifying for the child as she loses control of her emotions with little ability to regain composure on her own.

**Problem 5: Back talking**

Often it seems that a child is capable of talking back before they're actually proficient at talking. Once they find their words, children are quick to protest when they are requested to do something they don't want to do.

**Problem 6: Interrupting**

Children have little ability to see the needs of others and often feel their sense of belonging and significance is threatened when your attention focuses elsewhere, according to co-authors Nelsen, Lott, and Glenn.

**Problem 7: Bossiness**

Playing well with others is a learned skill for many kids. Some children prefer to lead the way while others are content to follow. And while most parents delight in having a natural born leader, it's easy for some little leaders to become overly bossy and demanding, sending even the most accommodating playmates packing.

**Problem 8: Tattling**

"She took my doll!" "He won't share!" "I was playing with it first!" These protests are a regular product of playtime. As much as teachers and parents would like to encourage children to work it out themselves, kids don't possess the skills to do so.

**Problem 9: Sibling Conflicts**

More than one child in the home inevitably means there will be sibling squabbles. This leaves parents feeling like referees. Children prefer everything to go their way, and when they don't get what they want, they often get angry.

**Problem 10: Whining**

It can happen anywhere (the store, the car, the kitchen) and often at the most challenging times of the day. Whining typically is a request for attention when children feel insignificant or ignored, but it can also be a response to hunger, fatigue, or frustration.

**CHECK YOUR PROGRESS**

1. What is the purposes of The Integrated Child Development Service (ICDS) Scheme?

---

---

Q.2. State some common discipline issues parents and pre-school teachers or angwanwadi worker face.

---

---

## 4.4 MAINTAINING DISCIPLINE IN ANGANWADI/ECCE CENTERS

The above discussion have given an insight to the disciplinary problems, teachers and workers mostly face in the ECE centers and Angwanwadies. In order to overcome the problems of discipline in children of this category, it needs a holistic approach with long-term plan. In this regard the following things are important-

### 1. Daily Routine

The daily routine is an order of events that shape a child's day so that they can anticipate what will happen next. In general terms, it should consist of 'activity blocks'. The daily schedule must meet individual needs, and therefore variations in scheduling will occur. Daily routines should be planned in a manner such that it. Maintaining a daily routine would help to maintain discipline. ***In the unit (8) management of curriculum of course (2), a detailed discussion had been made on daily routine.***

### 2. Following the proper curriculum meant for this group

The curriculum for this group of people is defined as age appropriate, all round, play based, integrated, experiential, flexible, and contextual. Therefore following the proper curriculum can attract their mind and prevent them from committing disciplinary mistakes. Teachers and workers should take into account the following principles while following the curriculum:-

- Play as the basis of learning Art as the basis of education like sand play, water play, role play, doll and character play, Drawing and Painting, Blocks, Jigsaws, and Shape Sorters, The Cardboard Box etc**.**( We have discussed about different kinds of play in the previous unit)
- Recognition of the special features of children's thinking
- Primacy of experience rather than expertise
- 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

Some of the play activities that may be included in the framework are,










**Fig: Picture of sand play, water play, character play, Nature play**

While using play materials for satisfying children's needs, certain things to remember are--

1. Developmentally appropriate play materials to foster all round development should be available at the ECCE centre
2. The materials should be safe, clean and in good conditions.
3. Sufficient quantity should be available to work in small groups and it should be easily accessible to the child.
4. The materials should promote gross and fine motor development and help the child to discover and explore including constructing and reconstructing.
5. It should promote sensory exploration and social interaction along with creative expressions through arts, painting, etc.
6. The materials and teaching strategies should be differentiated on the basis of children's needs and context.
7. Materials which can be adapted for meeting diverse abilities and multi-purpose usage should be given preference.
8. Strategies such as simplifying directions, use of concrete materials/examples, sequencing learning tasks from easy to hard, repeated opportunities to practice skills and adapting materials by increasing stability (by utilizing Velcro), accessibility ( e.g. developing a hand splint to hold materials,), visual clarity or distinctiveness (adding contrast or specialized lighting) etc can be adopted.
9. The materials should be differentiated on the basis of child use, teacher use and home use. Materials which can be adapted for multi-purpose usage should be given preference.
10. Teachers should be encouraged to develop learning materials using resources available.
11. Parents, local toy makers, craftsperson and other community members may be involved to create play materials for children.
12. Naturally occurring materials may be adapted and used for different purposes.

***Apart from this, the following steps can help children to maintain proper kind of discipline while in the ECE centers—***

- Teacher should greets every child on arrival & departure.
- Children should taught to greet the teacher on arrival & departure.
- All children should be treated equally and with respect, affection and care.
- Caregivers shouldn't not use physical punishment or verbal abuse to discipline children.
- Caregivers should appreciate the cultural/ social and religious diversity of the children and promote tolerance and unity.

- Caregivers/teachers should demonstrate sensitivity & awareness regarding needs of children with special needs.
- Children with special needs should be encouraged and enabled to participate in the learning environment.
- Children should be asked to approach the teachers/ caregivers freely at any time.

### 4.4.1 Multi-Age Grouping and Discipline

In an ECCE center there may be teachers who struggle with ways to meet the needs of all the learners in their classrooms. Alternately there may be some children who struggle with learning, others who perform well on their developmental tasks, and the rest fit somewhere in between. Each child has its own pace of learning. Within each of these categories of children, individuals also learn in a variety of ways and have different interests. However the curriculum used is most often driven by 'one size fits all' approach and with the expectations that all children will achieve the standards by the end of the academic year. In response to this situation most often ECCE teachers and caregivers would use the concept of 'differentiation' to meet the varying needs of their learners. At its most basic level, differentiation consists of the efforts of ECCE teacher/ Caregiver to respond to variance among learners in the classroom.

An ECCE Teacher / Caregiver may approach differentiation by-

**(1) Content**—what the child needs to learn or how the child will get access to the information.

**(2) Process**—activities in which the child engages in order to make sense of or master the content.

**(3) Products**— enabling child to prepare projects or something like that from the knowledge he gains.

**(4) Learning environment**—the way the classroom/ ECCE centre works and feels.

**CHECK YOUR PROGRESS**

Q.3. State some principles to be followed by Teachers and workers while following the curriculum of ECE

---

---

Q.4. How does An ECCE Teacher / Caregiver approach differentiation?

---

---

## 4.5 MAINTENANCE OF DIFFERENT KINDS OF RECORDS

Maintaining the ECE centers are not an easy process. The teachers can maintain discipline of ECE through various kinds of records. Here we are going to discuss some of such records maintained by the pre-school teachers or angawadies-

**A. Record of Family Details**

The purpose of this record-

1. To identify and list all families who live in AWC area, so that teachers/workers become aware of all such families.
2. To identify individuals from these families who should receive services from particular AWC.
3. To identify families and individuals who require special attention.

**B. Record of Supplementary Food Stocks**

The purpose of this record-

1. Planner: to help to plan how much of each food commodity to use for providing supplementary food, every day, for each meal – breakfast, hot cooked meal or take home rations.
2. Stock record: to keep a correct record of how much of each commodity teacher should use and how much they received, by date.

3. Stock report: To help account for each commodity every month.

**C. Record of Supplementary Food Distribution**

The purpose of this record-

1. To record the distribution of supplementary food as and when teachers/worker distribute it to women and children; and
2. To count the number of persons of different groups who received supplementary food for the required number of days from the AWC each month.

**D. Record of Pre-school Education**

The purpose of this record is-

1. To record activities conducted for pre-school education and also to record the general details of children, along with attendance records.
2. To count the number of activities and the number of children present each day.

**E. Record of Pregnancy and Delivery**

The purposes of this record --

1. To record details of services provided to all pregnant women in the AWC area, and their delivery status.
2. To record details of births and newborn babies.

**F. Record of Immunization and VHND**

The purpose of this record-

1. To record immunization details of children and to record information on the Village Health and Nutrition Days.
2. To know how many children are to be immunized during the month and which vaccines they are to be given.

**G. Record of Vitamin A Biannual Rounds**

The purpose of this record-

1. To record biannual Vitamin A doses given to the children.
2. To know how many children are to be given Vitamin A in a month?

**H. Record of Home Visits Planner**

The purpose of this record-

- To help the worker to choose whom they must meet at home, during what period of pregnancy or childhood, and what to talk to them about.
- As a planner help them to complete this important work by making just 1 or 2 home visits each day.

**I. Record of Referrals**

The purpose of the record-

1. To record the names and details of people with illnesses whom the worker see and treat or refer.
2. To follow up children and mothers whom they refer to health facilities.

**J. Record of Summaries (Monthly & Annual)**

The purpose of the record-

1. To help workers to make the MPR easily.

2. The summaries record has a copy of all the main numbers AWW report in the MPR. AWW can use this for their own reference or during meetings and discussions.

3. To maintain lists of disabled children and lists of all deaths occurring in the AWC area.

**K. Weight Records of Children**

This record is meant to be used along with the growth charts that AWW use for monitoring the growth in weight of children. The purpose is -

1. To keep a written record of the age, weight and nutritional status of all children in the AWC area
2. To identify whether there is change in the weight of each child, and whether this change is as much as expected.
3. To make it easy to report nutritional status of different categories of children in the MPR.

## 4.6. WORKING WITH OTHER COLLEAGUES AND MAINTAINING WORK-RELATIONSHIP

The caregivers/ teachers in an ECCE programme are facilitators who engage children in multiple experiences to foster their all-round development. A well maintained relationship between and among all involved in this entire process is needed as it is a holistic approach to educate and develop children coming to Anganwadis or ECCE centers.

***Working with other colleagues and maintaining work-relationship will facilitate the following things--***

1. Observing children to identify their needs and capabilities and moving with the pace of the child's development
2. Planning developmentally appropriate, holistic and challenging activities.
3. Facilitating learning to meet the objectives of the curriculum.
4. Adapting activities to suit the learning abilities of children with disabilities. Like, a child with visual challenge could be given multi-sensorial experiences.
5. Organizing supportive learning environment by taking care of aspects such as the arrangement of the physical environment and equipment; the scheduling of activities and events and groupings
6. Developing responsive relationship with children and understand that transactions within the classroom are a journey of mutual learning between the child and herself so that she can continue to learn and help the children in her care.
7. Respecting the child and the social environment the child comes from.
8. Creating and nurturing positive relationships with children and among children
9. Interacting verbally with children in a calm, respectful and friendly manner
10. Ensuring social inclusion of children with disability in the ECCE classroom.
11. Helping in early identification and intervention for children with special needs
12. Working in partnership with parents

Apart from this, the collaboration among colleagues will be beneficial to work on partnership with **Parents and Family**. ECCE Teachers/Caregivers will be able to ---

1. Get to know families by making initial contacts to learn about each family.
2. Learn about the various cultural and socioeconomic backgrounds of children and know how to communicate with diverse families.

3. Initiate the building of a close and positive relationship with families in the opening conference/meeting of the academic year and continue to provide a comfortable environment for follow-up periodic parent-teacher meetings.
4. Have a defined plan that promotes parent-teacher partnerships.
5. Be available to parents and families for help and support.
6. Find ways to connect with families such that there is a constant connect between the two settings.
7. Establish trust by reaching out to families through home visits, organizing meetings in less formal and intimidating settings, and using written communication that all parents can understand.
8. Build an environment of inclusion by inviting parents to school to have them observe classroom sessions and give feedback.
9. Parents and family members being welcomed into the centre on a regular basis either informally or during planned events.
10. Help parents to increase their understanding of child development and support them in their parenting skills. This can be done through ongoing workshops for parents and family members that help them understand the all-round development of young children, know about the importance of practicing a healthy lifestyle, understand what eating a balanced diet means and the nutritional value of different foods, health checkups and immunization schedules, physical/emotional safety of children, handling behaviour issues etc.

## 4.7 IDEAL TEACHER-PUPIL RATIO AND MANAGING LARGE GROUPS

There are many factors which come into play in determining the quality of child's education, but one thing that many parents overlook is student-teacher ratio.

According to the glossary of education reform, student-teacher ratio expresses the relationship between the number of students enrolled in a school and the number of full-time equivalent teachers employed by the school. For one thing, it can be used as a tool to measure teacher workload as well as the allocation of resources, particularly in public schools. More importantly, however, it can be an indicator of the amount of individual attention any single child is likely to receive, keeping in mind that not all class sizes are going to be the same.

The student-teacher ratio of any given school or school district is frequently used to judge the quality education. It is important to note, however, that the "ideal" student-teacher ratio will

vary depending on a few different factors. Among other things, teacher have to consider the age of the students as well as their academic needs. For example, younger students and students who have learning challenges require more time and individual attention from teachers. Therefore, the ideal student-teacher ratio for these children would be higher than for older children. In many of the cases, it has been observed that in our country the Govt. ECCE centers, schools and Anganwadis are not well equipped and large enough to cater to the needs of large number of children. Moreover, as per the children enrolled in a centre, the number of teachers/helpers/instructors is not that equal in number. So, maintaining students- teacher ratio is practically not possible what it should be. In such cases, certain skills or techniques of dividing children into groups for various activities can be very helpful. In this regard, the following things are important.

- **Setting up an early year's classroom activity**

The ECCE classroom arrangement must be flexible, which can be adjusted to lesson plans and activities, such as large groups for singing, storytelling and smaller groups for activities like drawing, blocks and for individual play. It should also have learning/activity 'corners', such as creative corner, book corner, game corner, so that the children can play according to their interests and choose their activities.

### 4.7.1 Managing Classroom Arrangement during Large Group Activities

Managing large group activities is very complex task in early childhood education. The teacher can follow the following measures to manage large group-

**A. Circle time:**

During circle time, the children sit in a circle, along with the ECCE teacher. Circle time may be used for engaging the children in a discussion, reading a book or singing songs/ rhymes etc. Sitting in a circle allows all children to face each other clearly.

**B. Interaction**

Individual attention reinforces learning and helps to manage classroom behavior

**C. Assignments and Feedback**

Using groups or teams to complete in-class assignments is an efficient way to manage large group activities.

**D. Collaboration and Teamwork**

In addition, group work provides opportunities for collaboration among peers and teaches the value of teamwork. Collaboration and teamwork with other teachers helps in managing large group.

**E. Behavior and Attention**

Dividing the students into small groups also helps manage classroom behavior and attention. With the same principle as in dividing in-class assignments, monitoring behavior in groups of three to four is much easier than having to focus individually on each student.

### 4.7.2 Classroom Arrangement during Small Group Activities

The classroom should allow for the ECCE teacher to engage children of a particular age group in small group activities.

- During this time, other children can play independently in one of the four corners (free play). The children should be encouraged to choose a corner of their own interest as this will motivate them to be engaged in the learning process.
- Meanwhile, in the small group, the ECCE teacher can focus on facilitating activities or discussions that are somewhat challenging and need guidance from an adult. It should be ensured that the ECCE teacher can observe all children in each of the corners from where she might be working with a group of children.

**CHECK YOUR PROGRESS**

Q.5. What are the purposes of maintaining Record of Supplementary Food Distribution?

---

---

Q.6. State the benefits of Working with other colleagues and maintaining work-relationship.

---

---

Q.7. What is student-teacher ratio?

---

---

Q.8. What are the measures to managing large group activities?

---

---

## 4.8 LET US SUM UP

After going through this unit, it can be summarized as-

- Early childhood is a time of tremendous growth across all areas of development. The dependent newborn grows into a young person who can take care of his or her own body and interact effectively with others.
- They are grown and brought up under the care of family and ECE centers up to a particular age. These ECE centers can be pre-school, play group or angwanwadi.
- Some common discipline issues parents and pre-school teachers or angwanwadi worker face are-Biting, Hitting & Kicking, Temper Tantrums, and Tattling etc.
- To maintain discipline, Teacher should greets every child on arrival & departure, children should taught to greet the teacher on arrival & departure, all children should be treated equally and with respect, affection and care.
- An ECCE Teacher / Caregiver may approach differentiation by-Content, Process, Product and Learning environment
- The teachers can maintain discipline of ECE through various kinds of records.
- The caregivers/ teachers in an ECCE programme are facilitators who engage children in multiple experiences to foster their all-round development. A well maintained relationship between and among all involved in this entire process is needed as it is a holistic approach to educate and develop children coming to Anganwadis or ECCE centers.

- There are many factors which come into play in determining the quality of child's education, but one thing that many parents overlook is student-teacher ratio.
- The student-teacher ratio of any given school or school district is frequently used to judge the quality education.

- Managing large group activities is very complex task in early childhood education. The teacher can follow the measures of Circle time, Assignments and Feedback, Collaboration and teamwork to manage large group.

## 4.9 FURTHER READING


1. Caring for Our Children(2002) : National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs, American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care, AAP, APHA, MCHB
2. California Department of Social Services, Community Care Licensing Manuals, Online California Code Regulations (2003) Title 22. by Joanna Farrer and A. Rahman Zamani
3. Datta, V. 1994. Developmental Differences among Pre-school Children in Group Care and in Home Care. Project Report. Tata Institute of Social Sciences (TISS), Mumbai.
4. Datta, V. 2001a. A Study of Urban Early Childhood Programmes–A project sponsored by UNICEF. Tata Institute of Social Sciences, Mumbai.
5. Datta, V. 2001b. Job Performance of Anganwadi Workers in Three Districts in Maharashtra–A project sponsored by UNICEF. Tata Institute of Social Sciences (TISS), Mumbai.
6. Datta, V. 2002. Child Development Workers in Maharashtra: A study of three districts. Sponsored by Board of Research Studies, Tata Institute of Social Sciences (TISS), Mumbai.
7. Government of India 1985. The Child in India: A Statistical Profile. Ministry of Social Welfare, New Delhi.
8. Government of India 1986. National Policy on Education.
9. Government of India 1992. Programme of Action.
10. Model Child Care Health Policies (2002) Pennsylvania American Academy of Pediatrics, 4th Edition, September
11. NCERT, 2006, Early Childhood Education (Position Paper, National Focus Group), New Delhi.
12. UNESCO, Paris. 2003. Early Childhood Care and Education in E-9 Countries: Status and Outlook. Prepared for the Fifth E-9 Ministerial Meeting.

13. Upadhyaya, G.C. et al. 1996. Identifying Numeracy and Reading Readiness Levels of Entrants to Class I: A Synthesis Report. NCERT, New Delhi.
14. Upadhyay, G.C. et al. 2000. Pathyakram Bojh: Purva Prathamic evam Prathamic estar per ek Margdarshi Adhyayan, Primary Shikshak. No. 3(26). NCERT, New Delhi.
15. Vygotsky, L.S. 1985. Play and Its Role in the Mental Development of the Child. In J. Bruner, A. Jolly, and K. Sylva (eds.). Play: Its Role in Development and Evolution. Basic Books, New York. pp 597 – 608

**Weblinks-**

1. https://www.modernenglishteacher.com/7-tips-for-teaching-large-classes-aoife-mcloughlin/
2. http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/early_childhood_education.pdf
3. https://wcd.nic.in/sites/default/files/national_ecce_curr_framework_final_03022014%20%282%29.pdf
4. http://www.ncert.nic.in/new_ncert/ncert/rightside/links/focus_group.html
5. http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/special_ed_final1.pdf
6. https://study.com/blog/tips-for-managing-a-large-class-size.html

## 4.10. POSSIBLE QUESTIONS

**G. Short Questions (**Answer each questions in about 150 words**)**

1. What is Daily Routine for ECE learners?
2. Briefly discuss the common discipline issues among ECE learners.
3. Write short notes on- Temper Tantrums among young children
4. How can discipline be maintained at the pre-school?
5. Briefly discuss the principles to be followed by Teachers and workers while following the curriculum of ECE.

**H. Long Questions (**Answer each questions in about 300-500 words**)**

1. Discuss the conditions of play materials used for satisfying children's needs.
2. What are the different records to be maintained by pre-school teachers?

3. Discuss the different measures to manage large and small group's activities.
4. Discuss the ways to maintain daily routine for Andanwadis/ECE Centres**.**

**********

# UNIT 5: RESOURCE MOBILIZATION IN EARLY CHILDHOOD EDUCATION

## UNIT STRUCTURE

5.1 Learning Objectives

5.2 Introduction

5.3 Resource Mobilization in ECE

5.4 Funding in ECE

5.5 Sources of Funding on ECE

5.5.1 Public Funding on ECE in India

5.5.2 Ways and Sources of Obtaining Funds for ECE

5.6 Preparing Budget to Run ECE Center

5.7 Let Us Sum Up

5.8 Further Reading

5.9 Answer to Check Your Progress

5.10 Possible Questions

## 5.1 LEARNING OBJECTIVES

After going through this unit, you will be able to-

- explain the mobilisation of the resources in ECE;
- identify the sources of funds for ECE;
- acquaint with the process of obtaining funds for ECE; and
- prepare a budget to run the ECE centres or school

## 5.2 INTRODUCTION

Success of an early childhood education centre or school highly depends on the planning, management and maintenance of the resources available in the particular centre or school. As such, it is one of the important task of the early childhood educators or the head of the centre to identify the resources available and utilize it intelligently. This unit will highlight on the concept of resource mobilization in ECE and elaborate on funding on ECE, the sources of funding for running the ECE. However, obtaining fund is not enough to run a school or centre as it also requires proper budgeting. The unit will too focus on that area.

## 5.3 RESOURCE MOBILISATION IN ECE

There are basically three types of resources required for ECE, and these are:

- **Human Resources of ECE**: Human resources comprise very important resources of an ECE. Human resouces include the head of the ECCE school/centre, professionally qualified ECE workforce, including teachers, centre head/ supervisor, Anganwadi workers, helpers/caregivers, other staff.
- **Material resource for ECE**: It may include Play and Learning Material Books, play material, stationery, activity sheets, teacher manuals, first-aid kits etc. The primary material resources of an ECCE includes-site of the school/centre, buildings, classroom, furniture etc.
- **Financial resource of ECE**: Financial resources include grant, funds, expenditure etc. made by the institution.

As an ECE teacher or pre-school teacher, you must know the concept of resource mobilization in the ECCE. Resource is the one of the most significant component of an educational organization, be it a school or center. Sometimes, an educational institution may require additional resources along with the existing resources for realization and meeting the organizational goal as well as to advance its mission. The term resource mobilization refers to all those activities that are involved in securing new and additional resources for an organization. It also involves making better use of and maximizing the existing resources. For sustaining an organization, it has to indulge in some activities which enhance the maximization of the existing resources. As such, it is also considered as a drive for organizational sustainability. Resource mobilization is actually a process that involves three integrated concepts. The key concepts in the process of resource mobilization are – *organizational management and development, communicating and prospecting, and relationship building among the members*.

## 5.4 FUNDING IN ECE

Management of ECCE cannot run smoothly, if appropriate funds are not allocated. Besides the human and material resources, financial resources are crucial to run the centre/school. Every educational activity in ECE is closely related to educational finance and supports. Indeed, expansion of educational facilities and services in ECE are dependent upon the availability of finances. Because no educational activity in ECE can be conceived without provision of adequate funds. In India, ECE service are provided through- Government run ECE programmes provided through Anganwadi Services and School education programmes e.g., Samagra Shiksha Abhiyan, NGO run ECE programmes, and Private entities. As such funds are obtained through public and private sources.

**Policy Consideration for Funding For ECE**

Funding in ECE is one of the important area of educational finance in India. Section 11 of the Right to Education Act 2009 envisioned for universal public provision of pre-school education to children below six years and suggested that *"the appropriate Government may make necessary arrangement for providing free pre-school education for such children".*

National ECCE policy 2013, National ECCE Curriculum Framework also argues for good quality, age-appropriate and equitable ECE facilities in India.

The new National Education Policy (NEP 2020) has recommended the inclusion of children aged 3-6 years within the structure of the school system and the universalization of pre-primary education by 2030. The policy clearly highlights ***ECE as one of the 'key long-term thrust areas for financing***'. It ensures to provide financial support to various critical elements and components of education, such as ensuring universal access, learning resources, nutritional support, matters of student safety and well-being, adequate numbers of teachers and staff, teacher development, and support for all key initiatives towards equitable high-quality education for underprivileged and socioeconomically disadvantaged groups.

**CHECK YOUR PROGRESS**

Q.1. What are the required resources of an educational institution?

---

---

Q.2. List out the material resources of an ECE center/school.

---

---

Q.3 State the integrated concepts involved in Resource mobilization.

---

---

Q.4. What are the means through which ECE service are provided in India?

---

---

---

Q.5. State the recommendation of NEP2020 on funding ECE.

---

---

## 5.5 SOURCES FOR FUNDING IN ECE

In general, the Sources of educational finance are broadly divided into two types as:

**A. Public fund and**

**B. Private fund.**

**A. Public funds:** Public funds includes- funds from-

(i) The Government- Union, State or Union Territories

(ii) Local Bodies- District Bodies, Zila Parishads, Panchayat Samities, Gram Panchayats, Municipalities and Municipal Corporation.

(iii) Education Cess

(iv) Grant-in-aid etc.

**B. Private funds:** Private funds includes funds collected from-

(i) Students' Fees

(ii) Endowments

(iii) Donations

(iv) Miscellaneous sources like sale proceeds, rent, interests on bank balances, securities and loans.

Financing early childhood education was a neglected area earlier because, significance of ECCE was not realized until it was merged in Sustainable Development Goal (SDG). The advantages of investing in ECCE and global commitment to expanding quality ECCE, was an underfunded sector in many countries in Asia and the Pacific region. Public spending is often not sufficient and external funding is at times not large enough in size and lacks sustainability, raising the need for innovative financing mechanisms and partnerships to finance ECCE in an adequate and sustainable manner. The following table will reflect the underfunded scenario of ECCE in the Asia and the Pacific region.

**Table 5. 1: Pre-primary education expenditure as a percentage of total government expenditure on education**

| Country | Years | | | |
|---|---|---|---|---|
| | **2011** | **2012** | **2013** | **2014** |
| Bangladesh | NA | NA | NA | Na |
| Bhutan | NA | NA | NA | NA |
| Fiji | 0.4 | NA | NA | NA |
| Indonesia | .94 | 2.2 | 1.9 | 1.8 |
| Japan | 2.6 | 2.7 | 2.7 | 2.8 |
| Kyrgyzstan | 8.5 | 9.4 | 10.7 | NA |
| Mongolia | 23.8 | NA | NA | NA |
| Korea | NA | 3.1 | NA | NA |
| Sri Lanka | NA | NA | NA | NA |
| Vietnam | NA | 9.9 | NA | NA |

***Source: Financing for Early Childhood Care and Education (ECCE), Bangkok, 2016***

### 5.5.1 Public Funding on ECE in India:

India has been able to put together a fairly supportive policy framework and has launched some major initiatives for young children. The Government of India recognizes the significance of Early Childhood Care and Education and have been funding from it. Yet, the Indian government spends **about 0.3% of GDP** on ECCE, which is much lesser than the OECD countries' average of 0.8%. Scandinavian countries spending between 1.1-1.6 per cent of the GDP on ECCE. Again, Ecuador, another developing country, is spending nearly 1.17 per cent of its GDP on ECE. India is among the countries that spend the lowest on ECE including Nepal (0.08 per cent) and South Africa (0.1 per cent). ECCE in India has long suffered from scarce funding—in 2020-21, the public expenditure on early childhood care and education was a mere **0.1 percent of GDP**. As such promoting and supporting the protection and expansion of financing for child related services, including addressing the public financing bottlenecks that hinder the equitable implementation of child development becomes the utmost priority.

Commitments to Sustainable Development Goals (SDGs) and Convention on Rights of Child (CRC) apart from our own constitutional rights make it imperative for India to ensure that adequate public expenditure should be made for children's well-being. Regular assessment and augmentation of public expenditure on children holds the key. The National Policy for Children in 2013 said that it is important to '*track allocation and utilization of resources and their impact on outcomes for children with regard to budgets and expenditures on children by all related Ministries and Departments*' (UNICEF India Country Office, 2022). India is also committed to the Sustainable Development Goal (SDG) agenda, where target 4.2 of the SDG talks about universalization of ECE by 2030. The largest ECE service provider in India is government followed by private service provider. A small proportion of children are also receiving ECE from a wide variety of pre-schools run by NGOs and other organizations.

### 5.5.2 Ways and Sources of Obtaining funds for ECE

CBGA have identified the following possible sources of Funding for ECCE-

**1. 15th Finance Commission Recommendation:** The 15th Finance Commission has recommended 41% share of states in the central taxes for the 2021-26 period. As this fund is flexible in nature, a part of it can be used for institution building for ECE. The Commission also recommended a grant of Rs. 4800 crore 9 for incentivising the states for enhancing educational outcomes. The government could use this resource efficiently to improve ECE service in the country.

**2. CESS:** The unutilized cess fund or part of it retained in the consolidated fund of India can be used for financing ECE.

**3. Unutilized fund:** Unspent balance under different government-run programmes can be channelized to a scheme/sector which deserves more.

**4. Corporate Social Responsibility**: Education receives one of the highest priorities in Corporate Social Responsibility (CSR) activities but only 17 per cent of that is directed towards ECE. The CSR community must be made aware of the importance of ECE and the need to enhance the quality and coverage of ECE in the country so that more of them support ECE initiatives

## 5.6 PREPARING BUDGET TO RUN ECE CENTER

Getting funds is not enough to run any educational organization, it also requires an appropriate budget to carry out. In ECCE too, the manger or head of the center or school need to prepare a budget to run the institution.

In ECCE, the following areas are identified as heads for budgeting-

| **SL No.** | **Areas** | **Budgeting for-** |
|---|---|---|
| 1 | Human Resources | Salary of the professionally qualified ECE workforce, including teachers, centre head/ supervisor, Anganwadi workers, helpers/caregivers, other staff; adequately compensated ECE workforce |
| 2 | Training | In-service training of teachers, Angwanwadi Workers and Centre head |

| | | |
|---|---|---|
| 3 | Material Resources | School Building Maintenance , house-keeping, Furniture and equipment , Books, play material, stationery, activity sheets, teacher manuals etc. |
| 4 | Health and Nutrition | Breakfast and midday meal, health check-ups and immunization, first-aid kits |
| 5 | Curriculum | Curriculum development, digital material development, publication |
| 6 | Community Participation | Parent-teacher meetings, events and trips |
| 7 | Evaluation | Examination cost, remuneration of monitoring personnel |

Besides these, there are some additional cost which can be considered while budgeting for ECE. They are institutional cost, which is again classified into-

a) Management Cost
b) Administrative Cost
c) Institution Building at different levels of governance like-block, district, state and National
d) Monitoring and Supervision Cost

As per NEP 2020, ECE will be provided through-

a) Stand-alone Anganwadi Centres, (b) Anganwadi Centres co-located with primary schools

(c) Pre-primary schools/sections covering at least age 5 to 6 years co-located with existing primary schools and, (d) Stand-alone pre-schools.

In all these kinds of school or centre, the minimum requirement will be- good infrastructure and facilities including a computer and an internet connection and/or smartphones, a kitchen, toilet, drinking water, furniture and adequate educational material for children. The salary of an ECE teacher will be an important factor in professionalizing the ECE sector. For quality ECE service the status of the ECE teacher should be equivalent to that of a Primary School Teacher with a salary of Rs. 40,240 per month as per the Seventh Pay Commission recommended salary of a Primary School Teacher in a Kendriya Vidyalaya. The entry-level salary of a Helper should be in

accordance with the minimum-wage norms for unskilled labour set by the Union Ministry of Labour and Employment. In the following a sample budgeting is presented made by CBGA.

**Table 5.2: Budgeting Cost per Year**

| S. No. | Type of Model | Operational Cost per child per year (INR) |
|---|---|---|
| 1 | Stand-alone Pre-School cum Day-Care Centre | 36,524 – 56,328 |
| 2 | Stand-alone Anganwadi Centre | 32,529 – 45,759 |
| 3 | Pre-Primary Section in Primary Schools | 46,294 – 49,159 |

***Source: Unit Cost of Providing ECE under the Three ECE Models by Save the Children and Centre for Budget and Governance Accountability (CBGA), 2022***

**CHECK YOUR PROGRESS**

Q.6. What is the amount of public spending on ECE?

---

---

Q.7. What is the target year of India for universalization of ECE in the line of SDG?

---

---

Q.8. What will be the kinds of institution providing ECE as per NEP2020?

---

---

**Activity 5.1**

Prepare a budget for your ECCE center or pre-school.

## 5.7 LET US SUM UP

After going through this unit, it can be summarized as-

- There are basically three types of resources in any educational institution. These are categorized as-Human Resources, Material resource and financial resource.
- The term resource mobilization refers to all those activities that are involved in securing new and additional resources for an organization. It also involves making better use of and maximizing the existing resources.
- The key concepts in the process of resource mobilization are-*organizational management and development, communicating and prospecting, and relationship building among the members*.
- In India, ECE service are provided through- Government run ECE programmes provided through Anganwadi Services and School education programmes e.g., Samagra Shiksha Abhiyan, NGO run ECE programmes, and Private entities
- Funding in ECE is one of the important area of educational finance in India. Various policies argued for funding for quality ECE.
- India had been able to put together a fairly supportive policy framework and had launched some major initiatives for young children. The Government of India recognizes the significance of Early Childhood Care and Education and have been funding from it though the funding is very less in terms of GDP.
- The Indian government spends **about 0.3% of GDP** on ECCE, which is much lesser than the OECD countries' average of 0.8%.
- India is also committed to the Sustainable Development Goal (SDG) agenda, where target 4.2 of the SDG talks about universalization of ECE by 2030.
- As per NEP2020, ECE will be provided through-a) Stand-alone Anganwadi Centres, (b) Anganwadi Centres co-located with primary schools (c) Pre-primary schools/sections covering at least age 5 to 6 years co-located with existing primary schools and, (d Stand-alone pre-schools. As such funding will be done as per the structure.

## 5.8 FURTHER READING

1. Aggarwal J.C (2004), *School Organisation Administration and Management*, DOABA House, Nai Sarak, Delhi

2. Bhatnagar S.S & Gupta P K (2009), *Educational Management*, R.Lall Book Depot

3. L.M Prasad, *Principles and Practice of Management*, Sultan Chand and Son

4. Mahanta, Kalita, Adhikary, Borah (2014), *School Organisation and Educational Management*, Mani Manik Prakash

5. Mathur S.S & Mathur Anju (2010), *School Organisation and Management*, Agarwal Publication, Agra-2

6. Protiva Kundu, Jayanti Prakash, Vijayta Mahendru, Jasmeet Kau (2022), C*ost of Universalising Early Childhood Education In India, A Policy Brief* , Published by Save the Children Bal Raksha Bharat, 1st & 2nd Floor, Plot No. 91, Sector - 44 Gurgaon (Haryana) - 122003, India Phone: +91 124 4752000, 475210

6. Sukla P D (1983), *Administration of Education in India*, Vikash Publishinh, New Delhi

7. Sharma R N (2007), *Educational Administration, Management and Organisation*, Surjeet publication.

8. UNESCO, Bangkok Office, Asia and pacific bureau of education (2016), Financing for Early Childhood Care and Education (ECCE)

**Web-link-**

Centre for Budget & Policy Studies (cbps.in)

Financing for early childhood care and education (ECCE): investing in the foundation for lifelong learning and sustainable development - UNESCO Digital Library

## 5.9 ANSWER TO CHECK YOUR PROGRESS

**ANSWER TO Q.NO.1:**

Human Resources, Material resource and financial resource.

**ANSWER TO Q.NO.2:**

It include Play and Learning Material Books, play material, stationery, activity sheets, teacher manuals, first-aid kits etc. The primary material resources of an ECCE includes-site of the school/centre, buildings, classroom, furniture etc.

**ANSWER TO Q.NO.3:**

The key concepts in the process of resource mobilization are-*organizational management and development, communicating and prospecting, and relationship building among the members*.

**ANSWER TO Q.NO.4:**

Government run ECE programmes provided through Anganwadi Services and School education programmes e.g., Samagra Shiksha Abhiyan, NGO run ECE programmes, and Private entities.

**ANSWER TO Q.NO.5:**

The new National Education Policy (NEP 2020) has recommended the inclusion of children aged 3-6 years within the structure of the school system and the universalization of pre-primary education by 2030. The policy clearly highlights *ECE as one of the 'key long-term thrust areas for financing*'.

**ANSWER TO Q.NO.6:**

The Indian government spends **about 0.3% of GDP** on ECCE

**ANSWER TO Q.NO.7:**

2030

**ANSWER TO Q.NO.8:**

As per NEP2020, ECE will be provided through-a) Stand-alone Anganwadi Centres, (b) Anganwadi Centres co-located with primary schools (c) Pre-primary schools/sections covering at least age 5 to 6 years co-located with existing primary schools and, (d) Stand-alone pre-schools.

## 5.10 POSSIBLE QUESTIONS

### A. Short Questions (Answer each questions in about 150 words)

1. What are the resources of ECE?
2. List out the human resources of an ECE center/school.
3. What do you mean by resource mobilization?
4. Why is resource mobilization important?
5. Briefly describe the integrated concepts involved in Resource mobilization
6. Write short notes on –
   A) Funding on ECE.
   B) NEP on Funding for ECE

### B. Long Questions (Answer each questions in about 300-500 words)

1. Discuss about the policy consideration for funding for ECE in India.
2. Discuss about the ways and means of obtaining funds for ECE

3. Critically analyze the public funding on ECCE in India.
4. What is budgeting ECE? As an ECCE/pre-school teacher how would you prepare a budget for your center/school?

**********

# UNIT 6: QUALITY MANAGEMENT IN EARLY CHILDHOOD EDUCATION

## UNIT STRUCTURE

6.1 Learning objectives

6.2 Introduction

6.3 Quality in ECE

6.4 Principles to maintain quality in ECE

6.5 Ways and means to maintain quality in ECE

6.6 Let us sum up

6.7 Further readings

6.8 Answers to check your progress

6.9 Model questions

## 6.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- discuss the quality in ECE
- identify the principles to be followed to maintain quality in ECE
- discuss the ways and means of maintaining quality in ECE

## 6.2 INTRODUCTION

Human beings are said to be the greatest creations of God, who witness the life into four stages of development namely infancy, childhood, adolescence and adulthood. The second period of human development is known as ‘childhood’ which is further divided into two categories namely ‘early childhood’ and ‘late childhood’. The early childhood is often referred to as the ‘Pre-school years’. It is considered as a period of life span starts after infancy and before one starts formal schooling. This period ranges from two (2) to six (6) years of age. Early childhood period is a very important stage as during this period children are influenced both by physical and social factors. It witnesses development in different aspects like physical, emotional, social, mental etc.

Varied emotions like anger, fear, jealousy, curiosity, joy, affection, grief etc are present in every child during this period. Children at this stage face a critical situation of adjusting with the society and confront several things like mobility, language, immature judgment etc. Slowly they come in contact with peer because their social environment expands from home to neighborhood, to pre-school or to child-care centers.

There is immense importance of early childhood care and education. According to UNESCO, “Early childhood care and education (ECCE) is more than preparation for primary school. It aims at the holistic development of a child’s social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and wellbeing. ECCE has the possibility to nurture caring, capable and responsible future citizens.” Educating and caring children during early childhood has numerous benefits. Before the kids enter Kindergarten, their brains complete 90% of growth. So, it is necessary to take full advantage of this period to ensure future educational success. Moreover, there is the need to socialize children with people other than family and it should be an integral part of early childhood education. The future educational progress can be strengthened by teaching them to interact with peers, teachers etc. If early childhood education is able to give lessons in fun and exciting and rewarding and it will help to accept the challenges in future.

The aim of ECCE is to facilitate optimum development of potentialities of the children and lay good foundation for all round development and lifelong learning. Some of the major objectives of ECCE programs are as follows.

1. To ensure value, respect, safety and security of each child and develop positive self-concept among them.
2. To ensure sound foundation for physical and motor development in each child according to their potentialities.
3. To develop good nutrition habits, health habits, hygiene practices and self-help skills in children.
4. To give training regarding development and integration of sense organs.
5. To help to develop intellectual curiosity and conceptual understanding of the surrounding world through exploration, investigation and experimentation.
6. To develop capacity of aesthetic appreciation and creativity among children.
7. To imbibe cultural behaviour and core human values like respect and love for fellow human beings.
8. To help children for an easy transition from home to ECCE centers to formal schooling.

9. To develop the total personality of children.

## 6.3 QUALITY IN ECCE

It has been repeatedly proved by studies done across the globe that quality maintained in early childhood care and education programs have positive effects on child's development, however it is not very cheap to maintain the same. Research also shows that children face language, social and developmental problems with low quality early childhood care programs, on the contrary by getting high quality, better performances in literary, Mathematics etc can be achieved (OECD, 2001 and 2006).

Learning in one stage affects the learning in other stages of life. Good investment in early childhood care and education increases productivity in next stages and so on (Cunha et al., 2005). The early childhood stage is the foundation stage of learning for life-long development. Moreover, investing on remedial education targeting young school dropouts or adults with poor basic skills are far more expensive than investing on quality ECCE. Setting minimum standards in ECCE is thus an investment not only for children of that category, but also in the future generations and society at large (OECD, 2006).

Some of the major points highlighting the needs of maintaining high quality in ECCE are as follows.

1. It may ensure the health and safety of children enrolled in ECCE programs.
2. Good quality can ensure the conditions of care and learning regarding duration, qualified staff, curriculum etc.
3. It can reduce knowledge gap for all, although the result is more prominent for low-income, immigrant and minority children (OECD, 2001, 2006).

Although minimum standards can contribute to high quality ECCE, it is not mandatory to set standards on all quality aspects. There are specific contexts regarding which countries need minimum standards. For example, Sweden is a country that is maintaining minimum standards in some major areas like space for child or staff-child ratio etc succeeded a lot in giving high-quality ECCE.

A model showing features of high-quality ECCE programme is shown in the following Table.

| Areas | High/Scope Perry Pre-School Programme | Chicago Child-Parent Programme | Carolina Abecedarian Programme |
|---|---|---|---|
| Age range | 3-4 years | 3-4 years | 0-5 years |
| Duration | 2 years | 2 years | 5 years |
| Max-class Size | 13 | 17 | 12 |
| Staff-child ratio | 1:6.5 | 1: 8.5 | 1:6 |
| Teacher qualification | BA+ certification | BA+ certification | BA or equivalent |

Source: Schweinhart, 2006; Heckmann et al., 2009.

**CHECK YOUR PROGRESS**

Q.1: What is Early Childhood? (Answer in about 20 words).

……

……

Q. 2: What is the importance of early childhood period? (Answer in about 20 words).

……

……

Q 3: Why quality is needed to maintain in ECE? (Answer in 20 words).

……

……

## 6.4 PRINCIPLES TO MAINTAIN QUALAITY IN ECCE

To enhance the quality of early childhood care and education programme, certain principles are needed to follow. Some of the effective principles may be listed below.

1. **Development in all domains**: The various developments aimed to foster in children coming to early childhood care and education centres should be developed in all domains, because changes or development in any one domain hinders the development in other domains.
2. **Development based on individual variations:** Every child is unique in almost all aspects of development. No two children even within the same family are similar.

Therefore, while bringing developments in ECCE centres, individual variations should be kept in mind.

3. **Principle of holistic development and experiential learning:** ECCE should try to make children learn through active exploration of sense organs. They should actively interested and participate in learning with sense of motivation and positivity to explore and build skills in various dimensions.
4. **Maintaining high expectations and employing full knowledge:** A child's development is affected by biological factors. If anyone has an inherent condition that is detrimental to learning and development, there is the need to take up systematic, individualised intervention. Therefore, every educator of ECCE should maintain high expectations and use all their knowledge, experience and persistence to find ways to help every child for success.
5. **Windows of opportunity:** There are some aspects of development that occur at fast pace and efficiency at certain phases of life. Therefore, it is important to use these 'windows of opportunity' so that children get proper environmental inputs and supports foe a particular kind of learning and development at its prime time for desired outcome.
6. **Principle of recognising cultural and social contexts of children**: During the early years of life, children learn from social contexts and meaningful interactions with others. Therefore, ECCE should provide a nurturing environment and play significant role in helping them to develop sense of cooperation, empathy, cultural socialisation, language acquisition, communication, self-concept, identity formation etc.
7. **Developing curiosity and desire to learn**: Children are curious by nature and observe what happens, talk, discuss, ask questions, formulate answers etc. The young children construct knowledge and understand the world from teachers, family members, peers, books etc. Therefore, ECCE teachers/caregivers should use multiple teaching skills to meet children's different learning needs to fulfil the curiosity and desire to learn.
8. **Principle of learning through play:** Play is an inherent tendency in every child and this spontaneous tendency provides opportunities for exploration, experimentation, manipulation, problem solving etc. Therefore, ECCE providers should make children engage in different kinds of play to influence their motivation, disposition and approaches to learning, which in turn goes a long way to determine later academic success in life.

## 6.5 WAYS AND MEANS OF MAINTAIN QUALITY IN ECCE

To ensure the quality in ECCE, some concrete steps have to be taken up in various spheres, as the scope or area of ECCE is broadening day by day. Practical application of these steps will go a long way in making a quality-based ECCE in future. These ways and means are as follows.

1. **Focusing on children's safety, health and happiness:** In order to ensure quality of ECCE regardless of setting, children's safety, health and happiness are the main focus and negotiable elements. Risks should be minimised and children's opportunities should be maximised to engage with teachers, caregivers, other children and the world around them. It will help to promote physical health, socio-emotional state, language, cognitive development etc. Regular licensing regulations and monitoring of the programs are essential.
2. **Supporting the early care and education taskforce:** The teachers, administrators, caregivers etc are the main workforce behind creating high quality ECCE programme. The educational qualification of the workforce should be up-to the mark, if not there at entry level, provisions of in-service training programme should be there. The salary and other related matters should be enough to help the workforce to give quality education and look after their families financially.
3. **Observations and assessment for supporting every child's needs:** In order to have a high quality ECCE programme, regular collection of information about child's physical, cognitive, social, emotional development are very necessary. There should be proper guidelines regarding choosing and using child's assessments that are at par with child's developmental, cultural and linguistic characteristics. The results of those assessments should be used to make communication with parents, teaching skills and strategies, designing curriculum and planning activities to help children learn and develop in best ways suited to them.
4. **Creating culture of rigorous quality improvement:** high quality ECCE programs always leave scope for improvement. Program leaders' engagement with the program, staff's self-improvement through self-assessment, feedback from colleagues, parents etc; data collection regarding quality of programs, classroom, child-care centres etc boost continuous improvement. Growth areas should be linked with professional development and technical assistance. The programs should annually update their goals, strengths, weaknesses, objectives and strategies for further improvement.
5. **Building partnership:** No ECCE program can work alone, larger early childhood service system works behind providing quality early care and education programs. Such services

include health care, socio-emotional development, mental health services, and parents' engagement and build capacity to help their wards' development etc. An effective ECCE program is dependent on strong partnership across service delivery systems, coordination of resources etc.

6. **Child-staff ratio and group size:** Child-staff ratio plays a very important role in ensuring quality for better child development (OECD, 2006). As proper child-staff ratio increases the potential for frequent and meaningful interactions, it is the most consistent predictor of high quality learning environment. Small group size can ensure individualised attention and frequent interactions (NIEER, 2006; UNEESCO, 2004).
7. **Staff qualification level and training:** Setting a proper qualification level of staff of ECCE plays a key role in ensuring healthy development of the children. Pre-school teachers with better education and specialised ECCE training can effectively establish relationship with children. They can better engage children in different activities elicit their ideas and monitor progress (NIEER, 2006). Such stimulating, warm and supportive interactions can lead to longer positive impacts on children. According to EPPE (Effective Provision of Pre-School Education) research conducted in United Kingdom, higher proportions of staff with lower qualification results in poorer child outcomes regarding their social relationships with peer and higher level of anti-social behaviours and activities. ECCE staff with professional training can positively interact with children, praise them, and make them comfortable, questioning and responding to them (Elliott, 2006; Shonkoff and Phillips, 2000). The ability of the staff members affect to create a better pedagogic environment that makes difference between quality-based and poor quality ECCE programs.
8. **Issues related to curriculum:** Quality assurance in ECCE includes various curricular issues and they are the following.
   A. **Multilingualism:** Though language plays a very important role in early childhood programs, but very little attention has been paying to this over the time (ECCE Position Paper). The linguistic diversity poses a very critical challenge for early childhood educators. It can be thus handled in a systematic way to overcome. In this connection, the below mentioned points are very important.
   - The medium of instruction in ECCE centres should be home language or mother tongue. But there may be more than one language used as mother tongue by the children and therefore it is important to allow as many languages as are in the classroom to be used for communication in ECCE centres.

- Children should be encouraged first to become proficient in mother tongue or home language and then the formal school language whether it is regional language or English.

B. **Multilingual classroom:** From the viewpoint of developmental pedagogy or ECCE perspective, language should be learned by following order, 'Listen-Speak-Read-Write'. In a multilingual classroom, children should be encouraged to express in their own language and pay attention to learn from each other. Teachers should also make attempt to learn a few words and phrases of child's mother tongue.

9. **Inclusion:** Inclusion in the ECCE programs should be adopted so that children with disabilities can have access to mainstream early learning environments. The basic philosophy behind this inclusion is that children should be treated equally rather than segregated based on their individual, educational, social, emotional or physical impairments. However, there are personal and infrastructural problems to cater to the needs of special children within inclusive environments. These challenges can be removed if there is clear commitment regarding the philosophy on inclusiveness and the right of children to learn with peers. All ECCE programs should be sensitive and responsive enough to cater to the special needs of children with disabilities, using age-specific play and learning materials, making adaptations in the physical environment and parents' counselling. A high quality early childhood program for inclusion has the defining features like access, participation and support. Such inclusive environment should cater to individual needs; meet challenges of infrastructure and personnel. If clear philosophy of inclusion can be followed, many of such challenges are tackled smoothly. Therefore, every ECCE program should take care of the special needs of children with disabilities, use proper play and learning materials, counselling of parents and help the special needs children to adapt to the learning environment.

10. **Multi-age grouping**: In ECCE programs, teachers may struggle of handling children of different age groups, even the children also struggle with learning. Every child performs differently and those who perform low can feel disturbed by seeing some others' performance in good pace. Therefore, every teacher and caregiver should make use of the approach of 'differentiation' to meet varying needs of children. This differentiation should include,

a. Content-what the child needs to learn or how the child will get access to the contents or information.

b. Process-activities in which the child gets him/her access to the contents or information.

c. Products-the final projects which enable the child to exercise, apply and extend the already learned things about a topic.
d. Learning environment- the way the classroom or ECCE centres works for children.

The students if get opportunities to learn according to their levels of readiness, interests etc can learn better and become successful (Tomlinson, 200). So, they should be involved in learning sometimes with like-readiness peers, sometimes with mixed-readiness groups, sometimes with those having similar interests, with different interests etc.

Multi-age grouping is done to group together, the students of different ages and identified age levels in a single classroom, for giving better instructions (Miller,1995). This is beneficial for students and allows them to progress as per their pace despite belonging to different age levels and abilities, rather than according to specified objectives for particular age and grade level.

Multi-age grouping in rural areas is quite feasible for the community's needs where it is practically helpful to set up a single Anganwadi/ECCE centre for a village. Multi-age grouping is seen viable for various reasons in such centres like lack of physical/human facilities, insufficient similar age group children etc.

Multi-age grouping is beneficial for some other reasons. According to Dr. Lilian Katz, it is like family and neighbourhood groups, which informally help child's socialisation and education. It also helps to increase the heterogeneity of the group so that different experiences, knowledge and abilities can be capitalised. Children when get opportunity to learn in multi-age group, learn from other children and thus cooperative learning skills are facilitated.

It has been proved from researches that quality maintenance in ECCE programme has positive effects on child's development in later periods of life. Minimum standards in ECCE imply structural inputs that can enable adequate and good quality ECCE provisions. But, setting up of good quality provisions is not very easy; it is costly which becomes unaffordable for low- income families. Learning in one life stage begets learning in the next, therefore investment in the foundation stage of early childhood increases the productivity in the next stage (Cunha, et al., 2005). The learning gained in early stage of development has major importance for the future a sit is the foundation stage for life-long learning. Therefore, maintaining quality atleast upto certain extent is mandatory to make the dream of providing early childhood care and education to all children at the targeted age. If such minimum quality can be retained, the health and safety of the children can be assured. Defining and assuring quality should be a participatory and democratic nature, so that different groups like children, parents, families, professionals etc can be involved.

All these will go a long way in shaping the future learning generations to have quality education if they have strong foundation of high quality early childhood care and education.

**CHECK YOUR PROGRESS**

Q 4: What are the roles of staff qualification and training in ECE? (Answer in about 30 words).

……

……..

……..

Q 5: What are the benefits of multi-age grouping? (Answer in about 30 words).

……..

……..

……..

Q 6: What is inclusion in ECE means? (Answer in about 30 words).

……..

……..

……..

## 6.6 LETS SUM UP

- Early childhood care and education (ECCE) is more than preparation for primary school. It aims at the holistic development of a child's social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and wellbeing.
- The aim of ECCE is to facilitate optimum development of potentialities of the children and lay good foundation for all round development and lifelong learning. It helps to ensure value, respect, safety and security of each child and develop positive self-concept among them and to ensure sound foundation for physical and motor development in each child according to their potentialities.
- Maintaining quality in ECE helps to ensure the health and safety of children enrolled in ECCE programs. Good quality can ensure the conditions of care and learning regarding duration, qualified staff, curriculum etc.
- To enhance the quality of early childhood care and education programme, certain principles are needed to follow like Principle of holistic development and experiential

learning, principle of 'windows of opportunity, principle of recognising cultural and social contexts of children, principle of learning through play etc.

- To ensure the quality in ECCE, some concrete steps have to be taken up in various spheres like Focusing on children's safety, health and happiness, Observations and assessment for supporting every child's needs, creating culture of rigorous quality improvement, Child-staff ratio and group size etc.

## 6.7 FURTHER READINGS

1. National Early Childhood Care and Education (ECCE) Curriculum Framework, Ministry of Women and Child Development, Govt .of India.

2. Aggarwal, J.C & Gupta, S. (2019). Early Childhood Care and Education, Shipra Publications.

## 6.8 ANSWERS TO CHECK YOUR PROGRESS

**Answer to Q No 1**: Early childhood is the period of first half of childhood, which ranges from two to six years of age.

**Answer to Q No 2**: Early childhood period is the foundation stage of human life. It helps to build the future life of individual for alround development of personality.

**Answer to Q No 3**: Maintaining quality in ECE may ensure the health and safety of children enrolled in ECCE programs. Good quality can ensure the conditions of care and learning regarding duration, qualified staff, and curriculum.

**Answer to Q No 4**: Setting a proper qualification level of staff of ECCE plays a key role in ensuring healthy development of the children. Pre-school teachers with better education and specialised ECCE training can effectively establish relationship with children. The stimulating, warm and supportive interactions can lead to longer positive impacts on children.

**Answer to Q No 5:** Multi-age grouping is like family and neighbourhood groups, which informally help child's socialisation and education. It also helps to increase the heterogeneity of the group so that different experiences, knowledge and abilities can be capitalised. Children when get opportunity to learn in multi-age group, learn from other children and thus cooperative learning skills are facilitated.

**Answer to Q No 6**: Inclusion in ECE means including all children irrespective of all differences found generally among them. It helps to access the children with disabilities to mainstream early learning environments. The basic philosophy behind this inclusion is that children should be treated equally rather than segregated based on their individual, educational, social, emotional or physical impairments. However, there are personal and infrastructural problems to cater to the needs of special children within inclusive environments.

## 6.9 POSSIBLE QUESTIONS

### A. Short questions (Answer each question in about 150 words)

Q 1: Discuss the significance of early childhood care and education.

Q 2: Write some aims and objectives of early childhood care and education.

### B.Long questions (Answer each question in about 300-500 words)

Q 1: Discuss the roles of teachers, parents and caregivers in early childhood care and education programs.

Q 2: Write the concept of 'differentiation' in multi-age grouping in ECE.

Q 3: Discuss the principles to maintain quality in ECE.

……

# UNIT 7: ASSESSMENT OF THE EARLY CHILDHOOD EDUCATION PROGRAMME

## UNIT STRUCTURE


7.1 Learning Objectives

7.2 Introduction

7.3 Needs of Assessment in Early Childhood Education programs.

7.4 How to Assess Early Childhood Education programs?

7.5 Types of Assessment in Early Childhood Education

7.6 Different Child Assessment Methods.

- 7.6.1 Formal Observation as Assessment.
- 7.6.2 Informal Observation as Assessment
- 7.6.3 Portfolios
- 7.6.4 Educator Ratings
- 7.6.5 Parent Ratings
- 7.6.6 Standardized Tests
- 7.6.7 The Environment Rating Scales
- 7.6.8 Classroom Assessment Scoring System
- 7.6.9 The Quality Rating and Improvement System

7.7 Lets sum up

7.8 Further Readings

7.9 Answers to Check Your Progress

7.10 Possible Questions

## 7.1 LEARNING OBJECTIVES

After going through this unit, you will be able to –

- know about assessment
- realize the needs of assessment in Early Childhood Education
- identify the criteria of useful assessment in Early Childhood Education
- know the types of assessment in Early Childhood Education
- discuss various methods of assessment in Early Childhood Education

## 7.2 INTRODUCTION

Early Childhood Care and Education program are designed in order to ensure holistic learning and growth of every child. A successful ECCE program has the features like fulfilling developmental and contextual needs, providing need-based inputs, healthy environment etc. ECCE programs should be so arranged that it can view children as happy, healthy and confident; each child can maintain own identity; can know the individual strengths and capacities with respect to their unique social, linguistic, cultural heritage and diversity. The children enrolled in ECCE programs are able to learn and grow, explore, enquire, make discoveries and apply understanding to become self-regulated life-long learners. They will be sensitive to diversity, communicate well, creative and caring in their relation with people and environment as well. Early childhood period is the foundation for all-round development of the child. From educational perspective, this stage paves way to successful primary or the very first stage of formal education.

## 7.3 NEEDS OF ASSESSMENT IN EARLY CHILDHOOD EDUCATION PROGRAMS

Early childhood care and education programs throughout a country are of varied nature, kinds, follow different curriculum, activities and so on. But, there are some general principles to be followed to make them a complete success. A quality program that is why differs from a program which is designed ordinarily and without some specific purposes. The guiding principles of assessment of early childhood care and education program can be highlighted as follows--

**The purpose of assessment should be to provide information about child's development:** Children are ever in the process of learning as they grow up. A good assessment process always

targets to benefit the children, their families and practitioners. The various data gathered from the assessment tools give comprehensive understanding of young children's development to parents, caregivers etc. The continuous communication between parents and caregivers help to get and share information along with firm assurance to the parents regarding the child's development and help to address the problems, challenges and needs. Assessments should be led by follow up including referrals for additional services and help.

**Parents and primary caregivers should be the integral parts of assessment:** Shaping of a young child's growth and development are not possible without integration with parents and caregivers. The practitioners should invite support from the caregivers in various phases of assessment. The caregivers help in engaging families in discussion about child's development, contributing in decision-making along with guiding a child's learning and development.

**Information for assessment should be gathered from more than one source:** The process of gaining information comprehensively about a child's health and development should be supported by multiple sources, informants, tools, settings etc. Such tools should be always reliable and valid. The sources should reveal information about child's development as well as individual learning style in a variety of settings like home, school, community etc in which the child lives and learns.

**The timing of assessment should be a considerable part:** Information gained from assessment during critical phases or times help to understand the developmental processes of children. Such assessment conducted during critical time contribute to the understanding of child and family needs.

Practitioner's assessment tools and processes should be culturally responsive to individual child and family circumstances: In various phases of assessment, the practitioners use different tools and processes. The assessment should follow developmental expectations which are culturally, linguistically and developmentally appropriate. The results of such assessments should be understood and interpreted within the individualized culture and linguistic back ground of each child and family.

**Assessment should be considered as a component of a comprehensive system of services, resources and supports for child and family:** The interaction made with each child and the family should have the potentiality to influence child's development and family's education, health and wellbeing. Assessment are not static, they are rather dynamic and holistic

approach that are integral to planning and monitoring the effectiveness of various interventions, treatments and policies.

**Assessment should build collaboration with communities:** Cross-sector assessments should be conducted within communities in order to promote optimal family and community engagement, which can reduce making services and resources duplicate. Such collaborations increased opportunities to reach more children and influence child and family outcomes positively.

**Assessments should draw out new pathways to high quality resources:** The information gained from assessments should provide pathways to equitable and high quality resources that could meet the needs of young children and families. It should ensure that every young child and his family get what they need to develop and learn. Proper communication between parents and practitioners help to ensure that action is taken to access proper services, resources and supports to every child.

The major points regarding the needs of assessment in early childhood care and education programs are as follows-

**Assessment is needed to plan and adapt curriculum to meet child's developmental and learning needs:** Assessment can be used to select the curriculum to be delivered in child care programs. Depending on the contents of the curriculum, methods of instruction to deliver the content to fulfill individual and group needs of children.

On the basis of the data gathered from the assessments, teachers can inform and modify how they plan and implement various activities within their curriculum. For teachers it is important to identify developmental and learning goals within the curriculum. So, assessment helps to address a child's learning and development in various developmental domains and thereby help the teachers to do the same. Individualized assessment is used to understand child's performance within curriculum expectations better. Information from assessment is directly used to decide what children have yet to learn.

**Assessment for helping teachers and families to monitor children's progress:** Assessment helps teachers to determine whether a child is making the desired progress in meeting curricular goals or not. Thus, assessment is helpful from the perspectives like,

a. It serves as a guide to determine what changes needed to be made in instruction.
b. It helps teachers to use tools to gather information to determine what children can do and whether they are ready to learn or not.

c. It indicates whether the set objectives and outcomes are being meet or not
d. It provides data and information in order to facilitate the interpretation of progress.

**Assessment needed to recommend follow up for a child with potential disabilities or special needs:** In early childhood care and education programs, there may have disabled or special needs children. Assessment and screening helps to assure the family that their child's development is on track and provides information, which helps the service providers to start communication about potential developmental concerns and identify if any additional assessment is needed or not. Moreover, assessment done with brief, valid and reliable tools provides information about how a child's development is similar to that of other children of same age.

**Assessment is needed to evaluate and improve the effectiveness of the program:** A child care program has some goals or objectives. Meeting these goals indicates the efficiency of the program. Doing assessments regularly is a way to demonstrate that ECCE program has achieved its goals for program improvement. Regular assessment is a part of continuous assessment which is based on the goals for improvement. The assessment includes collecting data and information about the program which helps to identify to what degree the program has able to meet its goals along with discovering the unexpected results. If the program assessment data can be showcased yearly, it will be helpful to parents to make assurance about the commitment of the program regarding quality maintenance. It also highlights what wonderful environment programs create for the children in the program setting and how they benefit the children.

In a nutshell, we can summarize the needs of assessment in ECCE program as follows-

- It creates a record of development of development of children in cognitive skills, language skills, gross and fine motor skills and learning approaches.
- It helps to identify children who need early intervention services or additional supports for development.
- It helps parents by keeping informed about their child's development and fosters collaboration between educators and parents.
- Assessment acts as refinement tool for ECE programs and identifies opportunities for improvement and areas of strength.
- It helps to provide educational instruction as per child's developmental stage or to a group of children at a similar developmental stage.

**CHECK YOUR PROGRESS**

Q.N.1: Write some features of successful ECE assessment. (Answer in about 20 words).

……

……

……

Q. N. 2: Why a quality ECE program differs from the others? (Answer in about 20 words).

……

…..

……

…..

Q.N.3: Why are parents and caregivers integral parts of child's assessment? (Answer in about 20 words).

……

……

……

## 7.4 HOW TO ASSESS EARLY CHILDHOOD EDUCATION PROGRAMME?

Assessment during early childhood period is not a very simple process. Though there are benchmarks for child development, there is child-to-child variance. Moreover, there is a scope that children involved may not showcase full capabilities in various areas. For examples, the shy children may not showcase their full creativities in front of others. A child whose parents are English language learners may develop other language skills at a slower rate, but that does not mean a child has a developmental delay.

Educators have to consider the circumstances of each child. Therefore, to obtain proper data, the assessment should be authentic and for that the tools should be reliable and valid based on the features of the children being assessed.

The assessment should be developmentally appropriate. Such Developmentally Appropriate Practice (DAP) is very crucial in early childhood assessment and to meet the demands of such assessment, it should meet the following criteria--

- **It should be purposeful, reflective, ongoing and strategic:** A good assessment for ECE always may be not standardized, but it should provide opportunities for observation, documentation etc.
- **There should be scope for improvement:** Good assessment should not be static. Its focus should always be working towards meeting developmental and educational goals and it should be improvised as and when required.
- **Organized and actionable:** The ECCE assessment should be organized. It is not something hypothetical. The educators should get opportunity for predetermined system to collect, document and use information.
- **It should be flexible:** ECE assessment should be flexible where each child is evaluated as an individual, taking into account their background and specific situations and allowing them to show their competencies in varied ways.
- **It should be appropriate:** ECE assessment should be performed by using tools which are reliable and valid in early childhood setting.
- **It is collaborative:** Early childhood assessments should involve decisions which affect child's development and such decisions should be taken in collaboration with family.

## 7.5 TYPES OF ASSESSMENT IN EARLY CHILDHOOD EDUCATION

Authentically assessing early childhood development requires a comprehensive system. Within a comprehensive assessment system, multiple assessments are done and selecting the proper assessment at the right time is very crucial for its total effectiveness.

There are three types of assessments followed in early childhood programme and they are formative, summative and interim. The assessment conducted during the learning process is called 'formative assessment'. It is used to gather information about a child's learning progress so that teachers can make adjustments to lessons to be taught.

Summative assessments are done at the end of a unit or lesson or content, which seek to understand what a child has learned. Without such understanding, the educators cannot make progress to go further in teaching the next content or lesson.

Assessments are also done both during the learning process and at its end, which are called interim assessments and they help to know or track children's growth in different dimensions over time.

## 7.6 DIFFERENT CHILD ASSESSMENT METHODS

Whatever the type of assessment is, the educators should monitor children and assess their progress and development at regular and scheduled intervals by using formal means. Unscheduled assessments can also be conducted through daily observations within the classroom setting and outside it.

### 7.6.1 Formal Observation as Assessment

Formal observation is based on specific tools with some predetermined criteria. Here, teacher monitors children in different contents and uses the standards of the assessments. It indicates whether children are meeting expectations in specific areas or not. Each assessment serves as a benchmark for the next and is used to assess a child's progress.

### 7.6.2 Informal Observation as Assessment

Informal observations are done daily in pre-school. While interacting with each child in the classroom, teachers track their strengths and weaknesses and use professional knowledge. Depending upon those individual strengths and weaknesses, various interventions can be done for future progress of the child.

Observation as an assessment tool is used in ECE programme for the reasons like,

- Evaluate programme effectiveness.
- Evaluate teacher effectiveness.
- Make improvements to ensure quality practices.
- Plan and implement developmentally appropriate curriculum.
- Measure and assess child's progress and development.
- Develop respectful family partnership.
- Understand the cultural practices and family structure.
- Select effective learning skills to support diverse learning needs of children.

### 7.6.3 Portfolios:

Children conducted different works over a period of time. The record of data collected through those work is called portfolios. It is helpful to draw out clearly the progress of a child's development. They are also helpful in facilitating partnership between educators and parents.

### 7.6.4 Educator Ratings

For assessing child's cognitive, linguistic, socio-emotional and other developments, educator ratings are beneficial. They can also be linked to other methods of assessment like standardized tests or other assessment tools.

### 7.6.5 Parent Ratings

Parents are integral parts of child's education. If they are given opportunities to observe and listen to their child, they can detect and target important milestones and behaviors in their child's development.

### 7.6.6 Standardised Tests

Assessment in ECE is also conducted with standardized tests which are created to fit a set of testing standards. These are called standardized tests as they are administered and scored by using standard manner and are often used to assess the performance of children in a programme.

### 7.6.7 The Environmental Rating Scales (ERS):

It is a standardized assessment tool that can help the teachers, caregivers, and administrators etc to improve the quality of their program. There are generally 4 Environment Rating Scales namely,

1. The Infant and Toddler Environmental Rating Scale (ITERS), serving young learners aged 6 weeks to 30 weeks.
2. The Early Childhood Environmental Rating Scale (ECERS), serving children aged 3-5 years.
3. The School-Age Child Environmental Rating Scale (SACERS) for children aged 5-12 years.
4. The Family Child Care Environmental Rating Scale (FCCERS) for children aged 6 weeks to 12 years.

The Environmental Rating Scale for ECCE provides three basic needs including,

- Protection of health and safety of children.
- Building positive relationships.
- Opportunities for stimulation and learning form experiences.

It consists of items like,

- Space and furnishing.

- Personal care routine.
- Language and literacy.
- Learning activities.
- Interaction etc.

### 7.6.8 Classroom Assessment Scoring System

It is a tool of systematic observation to measure the interactions between teachers and children in typical classroom settings. It can also be used to assess classroom quality across diverse populations, including dual language learners (DLS), children from migrant families, tribal populations, in addition to children with special needs and diverse cultural backgrounds (Downer et al. 2011). This tool is justified as ECE assessment tool for the reasons listed below.

- Children's social and academic development can be triggered by effective teacher-child interactions.
- A child's learning develops better if there is teacher-child interaction.
- Carefully designed and implemented professional development support can improve the quality of teacher-child interactions.

### 7.6.9 The Quality Rating and Improvement System (ORIS):

It is a systematic approach to assess, improve and communicate the level of quality in early childhood care programmes. Its main purpose is to improve and standardized the quality of care taken in ECE programs and to make child care more accessible and affordable for families. It also assesses the quality of the programme by making comparison with various programs run throughout a state. Providing families with the information about program quality is also done with this tool.

**CHECK YOUR PROGRESS**

Q.4: Write some criteria of ECE assessment.

(Answer in about 30 words).

……

……

……

……

Q. 5: Write types of child assessment used in ECE.

(Answer in about 30 words).

……

……

……

Q.6: Write some reasons of using observation in ECE assessment.

(Answer in about 30 words).

……

……

……

Q.7: Write the types of Environmental Rating Scales (ERS).

……

……

……

## 7.7 LETS SUM UP

After going through this unit, it can be summarized as-

- Early childhood care and education program are designed in order to ensure holistic learning and growth of every child. A successful ECCE program has the features like fulfilling developmental and contextual needs, providing need-based inputs, healthy environment etc.
- There are some general principles to be followed to make them a complete success. A quality program that is why differs from a program which is designed ordinarily and without some specific purposes.
- The purpose of assessment are it should be to provide information about child's development, parents and primary caregivers should be the integral parts of assessment, the timing of assessment should be a considerable part etc.
- In early childhood assessment and to meet the demands of such assessment, it should meet the criteria like it should be purposeful, reflective, ongoing and strategic, There should be scope for improvement, Organized and actionable, It should be appropriate etc.
- Within a comprehensive assessment system, multiple assessments are done and selecting the proper assessment at the right time is very crucial for its total effectiveness.

There are three types of assessments followed in early childhood programs and they are formative, summative and interim.

- Formal observation is based on specific tools with some predetermined criteria. Here, teacher monitors children in different contents and uses the standards of the assessments. It indicates whether children are meeting expectations in specific areas or not.
- Informal observations are done daily in pre-school. While interacting with each child in the classroom, teachers track their strengths and weaknesses and use professional knowledge.
- Children conducted different works over a period of time. The record of data collected through those work is called portfolios. It is helpful to draw out clearly the progress of a child's development.
- For assessing child's cognitive, linguistic, socio-emotional and other developments, educator ratings are beneficial. They can also be linked to other methods of assessment like standardized tests or other assessment tools.
- ERS is a standardized assessment tool that can help the teachers, caregivers, and administrators etc to improve the quality of their program. There are generally 4 Environment Rating Scales.
- CLASS is a tool of systematic observation to measure the interactions between teachers and children in typical classroom settings. It can also be used to assess classroom quality across diverse populations, including dual language learners (DLS), children from migrant families, tribal populations, in addition to children with special needs and diverse cultural backgrounds.
- ORIS is a systematic approach to assess, improve and communicate the level of quality in early childhood care programs. Its main purpose is to improve and standardized the quality of care taken in ECE programs and to make child care more accessible and affordable for families.

## 7.8 FURTHER READINGS

1. Biswas, Suptika, (2020), *Early Childhood Care & Education*, Doaba House.

2. Ahmed, Pandith. Aqueel & Puju, J.A. (2017), *Early Childhood Care & Education* Dilpreet Publishing House.

## 7.9 ANSWERS TO CHECK YPUR PROGRESS

**ANSWER TO Q.NO.1:** A successful ECCE program has the features like fulfilling developmental and contextual needs, providing need-based inputs, healthy environment etc.

**ANSWER TO Q.NO.2:** There are some general principles to be followed to make a quality ECE program. A quality program that is why differs from a program which is designed ordinarily and without some specific purposes.

**ANSWER TO Q.NO.3:** Parents and caregivers are integral parts of ECE assessment because shaping of a young child's growth and development are not possible without integration with parents and caregivers.

**ANSWER TO Q.NO.4:** Some criteria of ECE assessment are as follows.

- It should be purposeful, reflective, ongoing and strategic.

- There should be scope for improvement.

- It should be flexible.

- It should be appropriate etc.

**ANSWER TO Q.NO.5:** There are three types of assessments followed in early childhood programs and they are formative, summative and interim. The assessment conducted during the learning process is called 'formative assessment'.

Summative assessments are done at the end of a unit or lesson or content, which seek to understand what a child has learned.

Assessments are also done both during the learning process and at its end, which are called interim assessments and they help to know or track children's growth in different dimensions over time.

**ANSWER TO Q.NO.6:** as an assessment tool is used in ECE programs for the reasons like,

- Evaluate program effectiveness.
- Evaluate teacher effectiveness.
- Make improvements to ensure quality practices.
- Plan and implement developmentally appropriate curriculum.
- Measure and assess child's progress and development.
- Develop respectful family partnership etc.

**ANSWER TO Q.NO.7:** There are 4 Environment Rating Scales namely,

1. The Infant and Toddler Environmental Rating Scale (ITERS), serving young learners aged 6 weeks to 30 weeks.
2. The Early Childhood Environmental Rating Scale (ECERS), serving children aged 3-5 years.
3. The School-Age Child Environmental Rating Scale (SACERS) for children aged 5-12 years.
4. The Family Child Care Environmental Rating Scale (FCCERS) for children aged 6 weeks to 12 years.

## 7.10 POSSIBLE QUESTIONS

**A. Short questions (**Answer each question in about 150 words**)**

Q 1: Discuss the guiding principles of ECE assessment.

Q 2: Briefly discuss the needs of assessment in ECE.

**B. Long question (**Answer the following question in about 300-500 words**)**

Q 1: Discuss about different child assessment methods.

Q.2: Explain the assessment process of ECE Programme.

**********

# UNIT 8: ROLES & RESPONSIBILITIES OF PRE-SCHOOL TEACHERS

## UNIT STRUCTURE

8.1 Learning Objectives

8.2 Introduction

8.3 Concept of A pre-school teacher

8.4 Duties & Responsibilities of a pre- school teacher

8.5 Let Us Sum Up

8.6 Further Readings

8.7 Answers to Check Your Progress

8.8 Possible Questions

## 8.1 LEARNING OBJECTIVES

After going through this unit, you will be able to-

- understand the concept of a pre-school teacher
- discuss the Duties & Responsibilities of a pre- school teacher

## 8.2 INTRODUCTION

Pre-school education is the initial phase of organized education. The term Early Childhood Care and Education is usually used to describe pre-school education. In India pre-school education covers children from the age group of 3 to 6. It is provided in a variety of settings, including those found in government and private schools, such as Anganwadis, Nursery Schools, Pre-schools, Preparatory Schools, Kindergartens, Montessori schools, and Pre-Primary sections.

There is a saying that “a good beginning has better prospects of a good future”. Pre-school education is prioritized in the light of the discovery of the necessity of early childhood education. It has been shown that the majority of our brain grows throughout our early childhood years. To lay a solid foundation for a lifetime of learning, a high-quality pre-school education is essential. Pre-school teachers must be skilled and effective in order to deliver high-quality instruction.

Teachers must take on a variety of duties because pre-school is the first formal education that young children receive.

**LET US KNOW**

Early childhood care is included in Indian constitution through the Article 45 under the Directive Principle of state policy which states that “The state shall endeavour to provide ECCE for all children until they complete the age of six years.

## 8.3 CONCEPT OF A PRE-SCHOOL TEACHER

A pre-school teacher is a professional who works with young children, typically between the ages of three to six years of age, in a pre-school setting. The main goal of a pre-school teacher is to support the development of young children and prepare them for school.

Pre-school teachers help young children prepare for school through play, interactive activities, and games. Language skills, vocabulary skills, social skills and basic mathematical and scientific concepts are developed by having small-group lessons, or even one-on-one instruction. Pre-school teachers encourage discussion and problem solving from the children. Rhyming, storytelling, music, art, dance, and acting games are also part of a less structured approach to teaching at this level.

## 8.4 ROLES AND RESPONSIBILTIES OF A PRE-SCHOOL TEACHER

Teaching is one of the most difficult and demanding jobs. Being a pre-school teacher is far more difficult and demanding, because pre-school is the starting point for all future growth. Children in pre-school are very young and very reliant on their teachers to provide all of their needs. Thus, from a physical, mental, and emotional standpoint, being a pre-school teacher is an extremely demanding job. While the active pre-schoolers are playing, teachers need to be close by and support them mentally and emotionally, and so on. Thus a pre-school teacher need to perform the role of second parents, caregiver, facilitator, and much more. A good teacher should be able to efficiently carry out his/her roles under various conditions--

1) **Facilitator:**

As a facilitator teachers job is to encourage each and every students to develop their own thinking and guide them to develop a right thinking style. As a facilitator, the teacher must foster mutual understanding and shared accountability among students. A good pre-school teacher is one who is prepared to provide the required resources, encourages students, assists them in problem-solving, and monitors their development. The teacher should not try to regulate the activity of the students. They should allow for the necessary space for creativity and innovation. Teachers only need to provide them necessary guidance when required.

**2) Maintain a safe and secure environment:**

A secure environment is critical for physical, social and emotional development of young children. When a child attends an ECE centre or pre-school, she or he leaves behind the safe environment of her or his home. It is necessary that she/he receives a similar safe and caring atmosphere at the pre-school only then will she/he be able to adjust and be happy. This will aid her/his development. Studies shows that children who feel connected to their teacher and school display fewer at-risk behaviors later in childhood. Safety has different aspects like-

- **Physical safety**: As children enrolled in pre-school are very young, they just want to explore their physical environment and they have no idea about any kind of physical harm and injury. Therefore it is a responsibility for pre-school teacher to protect them from any form of physical danger, injury or harm.
- **Emotional safety**: Emotional safety in schools refers to a student's sense of safety in expressing their emotions at school. Therefore, pre-school teachers must foster an atmosphere that is supportive of children's emotional development.
- **Nutritional security**: Good health, nourishment, and early stimulation in the early years also aid brain development and the well-being of children. Therefore pre-school teachers also need to check the overall growth and nutritional deficiency of the young children and should talk to their parents and guide them to provide proper nutrition to their children when necessary.

During this period children make significant advances in their physical, motor, social-emotional, cognitive, and language development. Therefore it is very necessary to safeguard the children from harmful for their overall development. To ensure a safe learning environment for young children, it’s crucial to supervise playtime and outdoor activities as well as adhere to safety and

hygiene regulations. For raising happy and healthy children it it's vital to provide a comfortable and stress free environment.

**CHECK YOUR PROGRESS**

**Q 1:** What do you mean by a pre-school teacher? (Answer in 50 words)

---

---

**Q 2:** Mention two roles that pre-school teachers need to play. (Answer in 50 words)

---

---

---

**3. Storyteller:**

Young children are curious and imaginative by nature. Therefore storytelling helps them to engage in the classroom for a longer time. Storytelling also promotes language learning and creativity among them. It also helps to develop communication skill, social skills among children. Therefore pre-school teachers also need play the role of a storyteller. Introducing young children to reading, promoting active involvement by letting them express their feelings and views, and using puppets and props are some ways pre-school teachers can make the most of the storytelling experience.

**4. Planner:**

Planning is very much essential for pre-school teacher. The first and foremost job of pre-school teacher is to plan and to prepare a suitable learning environment. Teachers must plan the materials they will teach and the activities they will organize, as well as instructional strategies for the students' effective learning. While planning, teachers must keep in mind the children who come from diverse backgrounds. In order to foster a sense of belonging among all students, teachers should work to build an inclusive classroom. Thus, a well-planned environment is required for the holistic development of young children.

**5. Being a role model:**

Young children have a tendency to imitate other. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. They observe their teachers' behaviour,

communication style, and social skills and attempt to instill them. Because pre-school pupils are so young, their critical thinking skills and ability to discern what is good and wrong have not yet developed, thus they blindly obey their teachers. Therefore, pre-school teachers should strive to reflect positive human qualities on their students. Rather than instructing students on proper behaviour, the teacher should strive to set a positive example for them. Because they are more than simply teachers; they are role models who inspire and drive pupils both inside and outside of the classroom.

**6. Teaching:**

Although a pre-school teacher's job isn't to overburden the pupils with content, they still need to teach them some fundamental concepts and prepare them for primary school. As an educator pre-school teachers need to teach children so that they develop language skills, social skills and basic mathematical and scientific concepts. The main goal of a pre-school teacher is to support development and prepare them for school. They can use rhymes, storytelling, music, painting, dance, and acting games as a method of instruction for the younger kids.

**7. Communicator:**

Teachers in pre-
school settings should connect with children both verbally and nonverbally in a way that demons trates respect and love as effective communication is very much important for effective learning. Building a trustworthy rapport with the students is essential for the teacher. Only then can children feel safe and secure in expressing their ideas and feelings. Pre-school teachers must also carefully listen to children in order to support them in meeting their needs and interests. They should use positive reinforcement and praise to encourage positive behaviour and attitude.

In order to update parents on their child's growth or provide any other information, pre-school teachers must also connect with the parents. In addition to them, it is vital to communicate with other instructors, support personnel, health and wellness experts, and early childhood specialists including speech pathologists and psychologists.

**Activity-8.1**

- Go to a local pre-school centre and watch the duties and responsibilities that the childcare providers carry out during the day.

**8. Researcher:**

The role of teacher as a researcher is important for inculcating the habit of lifelong learning and also for continuous development. Pre-school teachers should adopt scientific method while searching for any information related to child development. They should try to conduct research to find out the effective methods of teaching and learning. They can undertake action research to solve immediate problems in pre-school setting.

**9. Observing and assessing children:**

Although child development follows a definite pattern, the rate of development is different for each child. Therefore teachers need to observe each child patiently to monitor their progress. By observing and tracking their progress teachers can take decisions whether they need any assistance or not. They can speak with a medical specialist and inform their parents if necessary. Therefore, it's crucial to keep track of the child's behavior and keep records in order to assess their growth and interact with parents. Observation is also necessary to adjust the curriculum according to the child's needs and interests. This knowledge helps pre-school teachers in creating and planning activities that support a child's overall development. In addition to this, observation and evaluation of the child's development aid pre-school teachers in determining the efficacy of both their programmes and their own performance.

**10. Manager:**

Teachers at all levels must take on the role of management. Pre-school teachers also should also have strong management skills. As a manager pre-school teachers have to perform the following duties-

- Set objectives: Pre-school teachers should start the day with clear objectives, learning targets and class goals.
- Organise: To satisfy all of the needs and expectations of the student, they must organise learning activities and differentiate instruction. Pre-school teachers must also set up the physical environment of the classroom, but they must take great care to prevent young children from hurting themselves.
- Motivates and communicate: Teachers needs to set clear expectation, classroom rules, procedures etc. He or she must inspire or motivate the students during the teaching and learning process.
- Manage problem behaviours of the classroom.
- Manage special groups: They must use peer tutoring and individualised instruction when working with children who have special needs.

- Effective time management is essential for pre-school teachers. They must plan class schedules, time table for teachers, school calendars, tests, and other functions for the entire year.

**CHECK YOUR PROGRESS**

**Q 3:** "Pre-school teacher needs to play the role of a facilitator"- Explain. (Answer in 60 words)

---

---

---

**Q 4:** Discuss the role of pre-school teacher as a manager. (Answer in 50 to 60 words).

---

---

---

**Q.5:** Mention any five qualities of a pre-school teacher. (Answer in 50 to 60 words).

---

---

---

## 8.5 LET US SUM UP

After going through this unit, it can be summarized as-

- Pre-school years are the first foundational stage of education.
- It is provided in a variety of settings, including those found in government and private schools, such as Anganwadis, Nursery Schools, Pre-schools, Preparatory Schools, Kindergartens, Montessori schools, and Pre-Primary sections
- Pre-school teachers must be skilled and effective in order to deliver high-quality instruction.
- A pre-school teacher is a professional who works with young children, typically between the ages of three to six years of age, in a pre-school setting.
- The main goal of a pre-school teacher is to support the development of young children and prepare them for school.

- A pre-school teacher needs to perform variety of roles in a pre-school setting. And he/she should be able to efficiently carry out these roles under various conditions.
- The following roles and responsibilities should undertake by a pre-school teacher:
    - Imparting knowledge to the children or teaching.
    - Facilitating proper learning environment and guiding the young students as well as providing necessary learning resources in the pre-school.
    - Ensuring a safe and secure environment.
    - A good storyteller
    - Planning the educational activities, instructional strategies.
    - Being a role model.
    - Building a trustworthy rapport with the students and parents and other professionals.
    - Pre-school teachers also need to play the role of a researcher.
    - Observing and assessing children to assess their progress.
    - Managing the classroom environment, problem behavior, planning the curriculum etc.

## 8.6 FURTHER READINGS


1. Sengupta, M. (2009). *Early Childhood Care and Education*, India: Prentice Hall India Learning Private Limited.
2. Sumitra, A., Nurunnisa, R., & Letsari, R. H. (2020). The Role of Teachers in Planning Early Childhood. *Advances in Social Science, Education and Humanities Research.* Indonesia: Atlantic press.
3. Phajane, M. H(2014), Exploring the roles and responsibilities of Early Childhood Teachers, Mediterranean Journal of Social Science, PP-420-424


## 8.7 ANSWERS TO CHECK YOUR PROGRESS

**ANSWER TO Q.NO.1:** A pre-school teacher is a professional who works with young children, typically between the ages of three to six years of age, in a pre-school setting.

**ANSWER TO Q.NO.2:** A pre-school teacher needs to play the role of facilitator and a planner.

**ANSWER TO Q.NO.3:** As a facilitator teachers job is to encourage each and every students to develop their own thinking and guide them to develop a right thinking style. They also need to foster mutual understanding and shared accountability among students.

**ANSWER TO Q.NO.4:** As a manager pre-school teachers have to perform the following duties-

- Set objectives: Pre-school teachers should start the day with clear objectives, learning targets and class goals.
- Organise: They must organise learning activities and differentiate instruction. Pre-school teachers must also set up the physical environment of the classroom.
- Motivates and communicate: He or she must inspire or motivate the students during the teaching and learning process.
- Manage problem behaviours of the classroom.
- Manage special groups: They must use peer tutoring and individualised instruction when working with children who have special needs.
- Effective time management is essential for pre-school teachers.

**ANSWER TO Q.NO.5:** Five qualities of a pre-school teacher are-

- Teacher
- Planner
- Researcher
- Communicator
- Storyteller

## 8.8 POSSIBLE QUESTIONS

### A. Short Questions (Answer each question in about 75 words)

Q1: With whom pre-school teacher needs to establish communication?

Q2: Pre-school teachers are only responsible for teaching the youngest students. Affirm or Negate based on justification.

### B. Long Questions (Answer each question in about 300-500 words)

Q1: Discuss the role pre-school teacher as a planner.

Q2: Explain some roles and responsibilities of a pre-school teacher.

Q3: Why pre-school teacher needs to assess and observe the pre-school children?

**********

# UNIT 9: SKILLS AND QUALITIES OF PRE-SCHOOL TEACHERS

## UNIT STRUCTURE

9.1 Learning Objectives

9.2 Introduction

9.3 Qualities of good ECE teachers.

9.4 Skills of a Pre- school teacher

9.5 Let Us Sum Up

9.6 Further Readings

9.7 Answers to Check Your Progress

9.8 Possible Questions

## 9.1 LEARNING OBJECTIVES

After going through this unit, you will be able to-

- understand the concept of a pre-school teacher
- know the qualities of good a pre-school teacher
- discuss the skills of a pre- school teacher

## 9.2 INTRODUCTION

"*Pre-primary education gives children a solid foundation upon which all learning depends on, making every stage of education that follows more efficient and more productive" (UNICEF, India).*

Early childhood is regarded as the most crucial stage of development. According to the research studies the most remarkable moment for growth and development in a child's life occurs in the early years (0 to 8 years). The first eight years can lay the groundwork for future learning, health, and success in life, even though the brain continues to develop and alter until adulthood. During these years, the building blocks of all learning are established. Studies have shown that high-quality early learning, early childhood education, and early childhood development (ECD)

programmes increase outcomes at all educational levels while lowering the likelihood of dropout and repeat (UNICEF). Therefore it is necessary to provide early childhood care and learning experience to the children in their early years of life. Recognising the significance of the early years in a child's overall development, the notion of Early Childhood Care and Education is introduced.

The movement for early childhood education was started by Western philosophers including Rousseau, Froebel, Dewey, and Montessori. Gandhi, Tagore, Aurobindo,Tarabai Modak, and other Indian thinkers also placed focus on the upbringing and education of young children. In recent year developmental psychologists and child development experts like Piaget, Bruner, Vygotsky, Urie Bronfenbrenner, and Gardner have undertaken study on child development and made some innovative discoveries about children's learning and development.

The principal delivery method for pre-school education in India is the Integrated Child Development Services (ICDS), a federally financed and state-managed early childhood development initiative. Pre-school education is one of the six basic services offered through anganwadi centers. The other five include referral, food supplementation, growth monitoring, and health and nutrition education.

In 2013, the Indian government passed the National Early Childhood Care and Education (ECCE) Policy, recognizing the value of funding early childhood development, including Early Childhood Education (ECE).

In July 2020, the Ministry of Education released the new National Education Policy. This is India's first policy embracing early childhood education in school education. Our current 10+2 school education structure does not include children aged 3 to 6, as school education begins at the age of 6. However, the new educational policy proposes a 5+3+3+4 structure, with the first five years of education serving as the foundational stage: three years of ECE and the first two years of primary school. In other words, ECE is now expected to cover children aged three to eight.

## 9.3 QUALITIES OF A GOOD PRE-SCHOOL TEACHER

Pre-school years are very crucial for the holistic development of children between the age of 3-6 years and for laying foundation for life-long learning. A child at this stage needs a teacher who is qualified and well trained, with a passion for teaching young children, enjoys interacting with them,

encourages question and promotes sharing. The necessary qualities of a good pre-school teacher are-

1. **Patience:** Have you observed any young children? Do you notice that kids are always curious and ask a lot of questions? It is because children are born with eager to learn. You can't stop them from exploring as they try to understand their surroundings since they are naturally curious. A good pre-school teacher should have the patience to respond the same questions over and over again. Children can sometimes be irrational, emotional, loud, and stubborn where the teacher's patience comes into play. A teacher should have the capacity to comprehend the children's mood swings and patiently engage him/her into learning. Young children need constant reminders about personal hygiene, classroom protocol, and behavior expectations.

   Also, because children learn and develop at different rates, it is critical to be extremely patient with those who are struggling. Each student is unique; therefore teachers must work with them at their own pace. The pre-school teacher must carefully involve the children in learning while remaining aware of each child's abilities and temperament.

**Activity- 9.1**

- Interact with a neighbouring pre-schooler and attempt to answer his/her inquiries patiently.

2. **Interesting:** As we all know, young children's attention spans are quite short. They can barely keep their attention for 10-15 minutes. As a result, pre-school teachers should maintain a vibrant and unpredictable teaching style to engage the students for long time. They should try to relate the lessons to their own experiences and use examples from real life.
3. **Energetic:** Given how energetic young children are, pre-school teachers ought to be on level with them. Every session should be infused with entertaining games, activities, songs, and dancing that keep the children entertained and engaged. It is essential to create an environment in which every pre-schooler actively participates in the activities and no child feels left behind. Pre-school teachers must perform multiple roles in a single day, including storyteller, second parent of children, and

record manager, in addition to struggling to give lessons while managing multiple children. It takes a lot of energy for a pre-school teacher to perform these several duties simultaneously**.** Therefore, it is a prerequisite for pre-school teachers.

4. **Adaptability:** Pre-schoolers are at a stage in their development when they are learning to function in society. As a result, pre-school instructor may find themselves in a variety of unanticipated scenarios. Therefore it is very difficult for a teacher to proceed the day according to the plan. The pre-school teacher must have a plan in place, but must also be ready for change and adjust to it. Of course, plans are important, but they are not the most important goal. Developing a lifetime love of learning is the ultimate goal, and it is far more feasible when teachers will alter education to match their children's individual circumstances. After all, it is critical for teachers to demonstrate to their students how to successfully navigate change. Flexibility is vital since rigidity can induce stress and negatively affect their health, passion for profession, and relationships with coworkers.
5. **Empathetic:** For pre-schooler, becoming familiar with their emotions can be overwhelming. An empathic pre-school teacher gives the pre-schooler the confidence to deal with these new emotions by fostering an environment that encourages open expression. An empathetic teacher reacts to every struggle calmly and empathetically rather than angrily. Learning is more enjoyable for young children when they feel secure and loved. One of the leading early childhood educator and researcher Bob Sornson asserts: "Empathy is the heart of a great classroom culture."

**LET US KNOW**

Two distinct lines of research have evolved around empathy. First, from the affective perspective, Empathy is the term used to explain how we feel when we are exposed to another person's experiences.

Second, from a cognitive standpoint, empathy shows the capacity to see others' emotions from their point of view and interpret their nonverbal cues (Aldrup, 2022).

**6. A sharp and consistent observer:** One of the most crucial abilities of a pre-school teacher is the ability to observe. A pre-school teacher should be a keen observer. A teacher can determine a child's growth by observing how they approach problem-solving, their interpersonal style, their learning style, and so on. Observation is crucial for pre-school teachers for a variety of reasons, including keeping track of children's growth and development, deciding whether to change or adapt the environment, and determining whether the curriculum needs to be changed to better serve the children. It will also help to have a better understanding of the children's abilities or shortcomings. Observing the child's cognitive, social, physical, and emotional signs quickly reveals the area in which the child is struggling, allowing the pre-school teacher to address the issue and ensure the child is receiving appropriate support. Educators can improve the atmosphere and facilitate learning by making observations. The more observant one is, the better a teacher one becomes.

**7. Respect for differences:** Every pupil has their own distinct personality and learning style when they first enter school. Instead of forcing a child to adopt a different learning style, educators must be aware of these differences and work with each student's unique learning styles. In a multicultural country like India, teachers must be ready to teach students with many ethnicities, cultures, and traditions. A classroom where all these differences are celebrated and welcomed creates an exciting learning environment. The best way to teach children is to first understand them.

To Respect Individual Differences in the Classroom teachers should take the following actions

- Incorporating into the curriculum activities that reflect many persons, races, jobs, genders, talents, hobbies, and other differences in food, games, music, theatre, poetry, and other forms of art.
- To engage visual learners, make use of visual aids like the chalkboard, overhead projector, interactive whiteboard, television, computer screen, handouts, charts, and posters. In order to accommodate auditory learners—those who learn best by hearing—use spoken words, music, and poetry. To aid kinesthetic learners, incorporate movement and touch

into dance, hands-on activities, and theatre, art, and science investigations.

- Create an accessible classroom environment for students with physical differences.

**8. Passion for teaching:** According to American singer-songwriter Jon Bon Jovi **"**Nothing is as important as passion. No matter what you want to do with your life, be passionate."

A competent pre**-**school teacher needs to be enthusiastic about teaching and should enjoy working with children. Teachers should build strong rapport and trust with their students since they have a significant impact on their life. They should have a creative mentality for assisting children in learning and development.

It is not easy task to perform the job of a pre-school teacher. Teachers confront a range of obstacles in addition to coping with pre-schoolers' temper tantrums. There will be days when teaching is extremely challenging. Whether the income is too low or the parents are ungrateful, getting through the tough times of teaching can be difficult. However, if a teacher truly cares about educating young children, his or her positive attitude will carry them through the difficult times.

**9. Responsibility:** Teachers have a responsibility to look out for the needs of the kids by keeping them within safe boundaries by monitoring their behaviour. This is because most pre-school students are unfamiliar with the pre-school and their surroundings.

A competent pre-school teacher must safeguard children and accepts responsibility for their behaviour if parents are to trust the teacher and feel at ease leaving their child at the pre-school.

**10. Dedication:** Teaching pre-school can be exhausting and demanding but it is also extremely gratifying in the end. A pre-school teacher should be deeply concerned with each and every child’s success, learning and well-being in the classroom. For these a teacher requires tremendous dedication and love for teaching as well as children.

**11. Encourages reflection:** An effective teacher reflects on their teaching in order to grow as a teacher. Teachers must continue to reflect on their work and educate themselves on what they discover to be their "weaknesses”. The most crucial

element is recognizing them and working on them to improve their teaching abilities.

**CHECK YOUR PROGRESS**

**Q 1:** Mention two qualities that are necessary for a pre-school teacher. (Answer in 50 words)

---

---

**Q 2:** What age group of children is covered by pre-school education? (Answer in 20 words)

---

---

**Q.3:** "A pre-school teacher should be a keen observer"-- Yes or No.

---

---

## 9.4 SKILLS OF PRE-SCHOOL TEACHERS:

Teaching a classroom full of energetic preschoolers require a set of set of skills. Pre-school teachers work with students aged of three to six. As you can imagine, they are too young so it is essential that pre-school teachers should have the required skilled.

1. **Communication skill:** A strong relationship between the teacher and the child is important for the child's social, individual, behavioral, and academic development, as well as their education. Pre-school teachers must have strong communication skill to establish meaningful relationship with children. In order to accomplish and meet educational expectations, teachers must have special abilities and training in order to communicate with children in a child-friendly manner. Pre-school teachers should communicate with children in such a way that they feel respected and valued by the teacher, and they learn this when the teacher talks to them and observes them. Non-verbal communication such as their body language, especially crucial because young children adept at interpreting such clues. It is important for the pre-school teacher to read child's body language in order to comprehend the thought and feelings. Furthermore, pre-school teachers must need to interact with parents in order to keep them updated about on their children's growth and development as well as educational progress. As a result, communication skills are extremely important for pre-school teachers. Practices to start forming relationships in the classroom include:
    - Learning about their families and cultures.

- Identifying their interests
- Valuing their and respecting their ideas
- Requesting them to set their own objectives
- Understanding them and their requirements (in terms of academics, society, and behaviour)
- Praising and acknowledging their accomplishments.

2. **Classroom management skill:** Managing a classroom is a difficult task. It is more difficult when the classroom is full with younger students. Classroom management is composed of various sub-dimensions, which include physical classroom arrangement, behaviour control, course design, and time management. It is expected of the pre-school teacher to demonstrate solid time management skills in order to ensure that both short-term and long-term objectives are met, especially when it comes to children's learning and development. The teacher must be able to control the students while yet not scaring them. It is critical for teachers to establish a balance between being firm and having warmth around his/her personalities. A skilled pre-school teacher can maintain control of a classroom while keeping things educational and interesting.

3. **Organizational skill:** Teachers must be organized when working with a large group of young children. This comprises a well-planned lesson, easily available materials, and a welcoming and safe classroom. Having a defined location for story books, play equipments, art supplies promote a sense of order in the classroom. Pre-schoolers feel more comfortable and focused on learning when things are routine and organized.

4. **Lesson planning skill:** Lesson planning skill is very much essential for pre-school teachers. Pre-school teachers must prepare developmentally appropriate lessons that fit the needs of each child. Knowing what skills must be taught and how to do it in an interesting and enjoyable way are part of this. Teachers need to be flexible in their planning and be ready to quickly modify their lessons if necessary.

5. **Behavior management skills:** A pre-school classroom may contain children of various ages. Young children will exhibit a variety of demanding behaviors throughout the day, and those challenging behaviour will differ between 2 and 5 years old. Throughout their pre-school years, many kids will hit, bite, kick, or have tantrums. As a result, pre-school

teachers need a framework for handling difficult behavior, which should include employing positive reinforcement and setting ground rules for the classroom. Adopting effective behaviour management techniques is critical for the success of pre-school education.

6. **Record keeping skills:** Teachers are required to maintain attendance records, track assessments, and record anecdotal information in order to monitor each student's developmental progress. Accurate and up-to-date records aid in identifying issues and tracking each child's progress. These data are also necessary when talking with families and other professionals. Records and reports would inform the teacher about the children's school readiness. When records and reports on a specific child are brought to the primary school, the teacher can learn about the child's socio-emotional, physical, intellectual, and weaknesses. Therefore, all early childhood educators should be aware of the significance of reports and records in a pre-school and acquire the skills necessary to maintain them.

**Activity-9.2**

- Visit a nearby Anganwadi centre and check to see if the early childhood educators possess the aforementioned skills.

7. **Basic first aid skills:** Pre-schoolers frequently get bumps and bruises as they explore, climb, and run all over the place. Anyone who works with children should have a basic understanding of first aid, when to call for help and how to follow up after an incident, all help teachers prepare to provide the best possible care to children. First aid preparation also includes making the environment safer for everyone. Not only should a classroom have a well-stocked first aid bag, but teachers should also be familiar with basic first aid procedures for common child injuries.

8. **Creative problem-solving skill:** A pre-school teacher should be able to settle any internal or external conflicts that may arise in the classroom and have a detrimental impact on student development. He or she should be prepared to face challenges and utilize the best method to solve the situation or crisis, whether it is preventing a minor

incident from becoming a major one, addressing a disagreement, or removing a barrier that is limiting a student's learning.

9. **Technological skill:** Although a pre-school teacher is not required to be a technology expert, a basic understanding of technology and how to use essential educational software and websites will assist them in their daily job functions. Teachers can use computers to develop lesson plans, worksheets, and study materials in addition to keeping track of student grades. Students' records can also be stored electronically with the help of a computer.

**CHECK YOUR PROGRESS**

**Q 4:** Mention any two necessary skill of a pre-school teacher. (Answer in 20 words)

---

---

**Q 5:** Why a pre-school teacher needs to be proficient in record keeping? Specify one cause. (Answer in 60 words)

---

---

---

**Q 6:** Is it important for a pre-school teacher to have technological skills? Give some example of how technology can be used by pre-school teachers. (Answer in 60 words)

---

---

---

---

## 9.5 LET US SUM UP

After going through this unit, it can be summarized as-

- Pre-school years are critical for the holistic development of children aged 3-6 years and for setting the groundwork for life-long learning.
- A good pre-school teacher needs to posses some qualities. They are- Patience,
- A good pre-school teacher should have the patience because children can sometimes be irrational, emotional, loud, and stubborn where the teacher’s

patience comes into play. Because young children's attention spans are short, a pre-school teacher should be interesting and have a sense of humour. It takes a lot of energy for a pre-school teacher to perform several duties simultaneously**.** Therefore, it is a prerequisite for pre-school teachers.

- It very difficult for a pre-school teacher to proceed the day according to the plan. The pre-school teacher must have a plan in place, but must also be ready for change and adjust to it. Pre-school teacher must be empathic in order to handle pre-school student's temper tantrums calmly rather than furiously. A competent pre**-**school teacher needs to have a passion for teaching and should enjoy working with children.
- Other necessary qualities of a pre-school teacher are –responsibility, dedication, keen observer, reflective behavior etc.
- Teaching a classroom full of energetic pre-schoolers requires a unique set of skills. These skills are crucial for effective pre-school education. They are- communication skill, classroom management skill, organizational skill, classroom management skill, lesson planning skill, behavior management skill, record keeping skill, basic first-aid skill, technological skill, creative problem-solving skill etc.

## 9.6 FURTHER READINGS


1. Sengupta, M. (2009). *Early Childhood Care and Education*, India: Prentice Hall India Learning Private Limited.
2. Sankar, D., & Kaul, V. (2009). *Early childhood care and education in India.* New Delhi: National university of educational planning and administration.
3. Aldrup, K. C. (2022). Is Empathy the Key to Effective Teaching? A Systematic Review of Its Association with Teacher-Student Interactions and Student Outcomes. *Educ Psychol Rev 34* , 1177–1216.


## 9.7 ANSWERS TO CHECK YOUR PROGRESS

**Ans to Q No 1:** Patience and adaptability are two important qualities that are necessary for a pre-school teacher.

**Ans to Q No 2:** Children aged 3 to 6 are covered through pre-school education.

**Ans to Q No 3:** Yes. A pre-school teacher should be a keen observer.

**Ans to Q No 4:** Communicational skill and organizational skill are two necessary skill of a pre-school teacher.

**Ans to Q No 5:** A pre-school teacher needs to be proficient in record keeping. Because keeping accurate and up-to-date data is critical for identifying problems and tracking each child's development. Records and reports would also inform the teacher about the children's school readiness

**Ans to Q No Q 6:** It is important for a pre-school teacher to have technological skills. Teachers can use computers to develop lesson plans, worksheets, and study materials in addition to keeping track of student grades. Students' records can also be stored electronically with the help of a computer.

## 9.8 POSSIBLE QUESTIONS

### A. Short Questions (Answer each question in about 75 words)

Q 1: What do you mean by a pre-school teacher?

Q 2: Mention some of the important qualities of a pre-school teacher.

### B. Long Questions (Answer each question in about 300 words)

Q1: Why are communication and behaviour management skills necessary for a pre-school teacher? Explain.

Q2: "Patience and passion are two essential characteristics of a pre-school teacher." Justify.

### C. Essay-type Questions (Answer each question about 500 words).

Q1: Write about some crucial qualities of a pre-school teacher.

Q2: What are the essential skills of a pre-school teacher? Discuss briefly.

**********

# UNIT 10: PROFESSIONAL DEVELOPMENT OF PRE-SCHOOL TEACHERS

## UNIT STRUCTURE


10.1 Learning Objectives

10.2 Introduction

10.3 Need and Importance of Professional Development of Pre-school Teachers

10.3.1 National Education Policy (NEP)-2020 on ECCE Teachers' Professional Development

10.3.2 UNESCO on ECCE Teachers' Professional Development

10.4 The Pre- Teacher Competency for Professional Development Focus Points in Training of Anganwadi Workers (AWW)

10.5 Programmes of Professional Development of AWW

10.6 Self-Appraisal and Self Development of AWWs

10.7 Let us Sum Up

10.8 Further Reading

10.9 Answer to Check Your Progress

10.10 Possible Questions


## 10.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- understand the significance of Professional Development of pre-school Teachers
- reflect on National Education Policy (NEP)-2020 on ECCE Teachers Professional Development
- describe the role of UNESCO on ECCE Teachers Professional Development
- identify the focus Points in Training of Anganwadi Workers
- describe the Programmes of Professional Development of AWW
- explain the Self-Appraisal and Self Development of AWWs

## 10.2 INTRODUCTION

The United Nation's (UN) Sustainable Development Goals (SDGs) set the target for achieving quality Early Childhood Care and Education (ECCE) outcomes by 2030. The SDGs also

recognise the need to substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states as prescribed by UN, 2015. Recently adopted National Education Policy 2020 by Govt. of India has also envisaged the importance of Early Childhood Care and Education and gives prominent importance in the professional development of ECCE teachers. In this unit, we will discuss the importance of the professional and capacity development of ECCE or pre-school teachers and workers.

## 10.3 NEED AND IMPORTANCE OF PROFESSIONAL DEVELOPMENT OF PRE-SCHOOL TEACHERS

One of the significant features of the professional life of the ECCE or pre-school teacher is the ability to demonstrate their commitment to improve themselves and the practice of their profession as ECCE practitioners, through continuing professional development. This does not merely refer to participation in in-service training or academic upgrading of certification. At the core of the professional development activities lies a commitment to proactive and continuous lifelong learning and personal mastery. This includes a range of enabling competencies that demonstrate teachers' pride and commitment in their roles as ECCE teachers, adherence to professional ethical standards, professional behaviour, continuous planning, participation, and reflection on the ways through which they can improve the practice of early childhood care and education.

### 10.3.1 National Education Policy (NEP)-2020 On ECCE Teachers' Professional Development

The National Education Policy (NEP)-2020 envisages on ECCE teachers' professional development. As envisaged by NEP 2020 it is essential to prepare an initial cadre of high-quality ECCE teachers in Anganwadis, current Anganwadi workers/teachers would be trained through a systematic effort in accordance with the curricular/pedagogical framework developed by NCERT. Anganwadi workers/teachers with qualifications of 10+2 and above shall be given a 6-month certificate programme in ECCE; and those with lower educational qualifications shall be given a one-year diploma programme covering early literacy, numeracy, and other relevant aspects of ECCE. These programmes may be run through digital/distance mode using DTH channels as well as smartphones, allowing teachers to acquire ECCE qualifications with minimal disruption to their current work. The ECCE training of Anganwadi workers/teachers will be mentored by the Cluster Resource Centers of the School Education Department which

shall hold at least one monthly contact class for continuous assessment. In the longer term, State Governments shall prepare cadres of professionally qualified educators for Early Childhood Care and Education, through stage-specific professional training, mentoring mechanisms, and career mapping. Necessary facilities will also be created for the initial professional preparation of these educators and their Continuous Professional Development.

Thus, from the above recommendation by NEP 2020 it is clear that that NEP-2020 has given top most importance in the Continuous Professional Development (CPC) of the Anganwadi Workers to rejuvenate the scenario of ECCE in the country.

### 10.3.2: UNESCO on ECCE Teachers' Professional Development

UNESCO published a project report on 'Early Childhood Care and Education (ECCE) Teacher Competency Framework for Southeast Asia (SEA)' in 2018. The purpose of the project was mentioned as below:

- Providing comprehensive descriptions of knowledge, skills, and dispositions that ECCE teachers in Southeast Asia need to support holistic development of a child;
- Providing systematic and consistent structure and content to support the professional development of early childhood workforce of Southeast Asia.
- Supplementing existing Southeast Asian frameworks, or functioning as a catalyst from which other countries can develop their own frameworks that consider unique country conditions and ECCE landscapes
- Strengthening collaboration among different ECCE stakeholders at the local, national, and regional levels.

The framework does not intend to replace existing teacher competency frameworks in Southeast Asia, nor in individual countries that have developed their own teacher standards. Rather, it is an attempt to bridge the various efforts on Early Childhood Education to improve this particular sector's overall quality in the region. The framework likewise addresses calls to contextualise quality assurance mechanisms to be more responsive to Southeast Asian contexts and needs.

The Southeast Asian Guidelines for Early Childhood Teacher Development and Management published by UNESCO and SEAMEO (2016) have recommended teacher development process, which starts from upgrading teacher qualification policies, through recruitment, pre-service training, deployment, and continuous professional development. The Guidelines suggested recommendations in the following core areas of teacher development and management are as follows:

- Qualification, certification, and licensing of accreditation
- Recruitment to the profession
- Pre-service teacher education
- Deployment and retention
- Continuous professional development
- Competencies and professional ethics
- Monitoring and quality assurance for performance appraisal
- Employment terms and working environments
- Effective governance systems for ECCE

**CHECK YOUR PROGRESS**

Q.1. What is the target year of (UN's) Sustainable Development Goals (SDGs) to achieve quality (ECCE)?

---

---

Q.2. State one significant recommendation of NEP2020 on ECCE.

---

---

Q.3. When did UNESCO published the project report on 'Early Childhood Care and Education (ECCE) Teacher Competency Framework for Southeast Asia (SEA)'?

---

---

Q.4. State two purpose of this report.

---

---

---

## 10.4 THE PRE-SCHOOL TEACHER COMPETENCY FOR PROFESSIONAL DEVELOPMENT

The term competencies may be defined as a combination of observable and measurable knowledge, skills, abilities, behaviours, and personal attributes that contribute to enhanced

success in specific performance areas. In the context of ECCE, competencies are seen as crucial to achieving the desired outcomes of holistic child development and learning. Placing the competent ECCE teacher at the centre stage of pre-schooling, UNESCO and SEAMEO s identified some competencies for ECCE teachers. A brief description of some important competencies is mentioned below which are very important in connection to the professional development of ECCE teachers:

1. **Content Knowledge, Pedagogic Practice, and Assessment Competencies**: This is the most essential competency for ECCE teachers. This domain covers the first of two core competencies***: understanding the child's holistic development and learning, and facilitating child development and learning.*** The teachers should recognise the different pace of learning by which children develop, and the context in which development occurs. Knowledge of the stages of child development also helps teachers to identify children who may be at-risk or have special needs. Moreover, teachers are able to recognise the importance of play as part of learning, and provide opportunities for play-based learning and development. With understanding of the context of holistic child development and learning, competent teachers are able to utilise available and developmentally appropriate tools and strategies to facilitate child development and learning, including the use of assessment tools, techniques, and results to support child development and learning.
2. **The Learning Environment:** It is important that ECCE teachers ensure that both indoor and outdoor learning facilities are safe, clean, and conducive for child learning and development. Beyond physical structures, the competent ECCE teachers are also able to ensure that children's health, safety, protection, and overall well-being are safeguarded. So, these competencies denote how an ECCE teacher establishes a nurturing, inclusive, and safe environment; and promotes health, nutrition, safety, and protection of children. While designing a conducive learning and development environment, an ECCE teacher should consider socio-emotional and physical needs of children and that allows children to feel nurtured, safe, and protected. Moreover, in line with various development agendas to ensure inclusion of all learners, teachers are able to provide an environment and demonstrate use of inclusive practices that encourage the inclusion of all children, especially those with special needs, in different learning and development activities.
3. **Engagement and Collaboration:** In this case, teacher's competencies are related to working with children's families and caregivers as partners in ECCE and competencies

related to working with a range of stakeholders concerned with the general wellbeing of children. For example, they are able to maintain regular relations with the child's family members, legal guardians or immediate caregivers to provide feedback on matters concerning the child's development as well as to extend learning experiences at home. Moreover, they are able to collaborate with peers – including other ECCE teachers and primary school teachers – to share relevant knowledge about the child's development as well as to ensure continuity in learning outcomes when the child moves on to primary school.

## 10.5 FOCUS POINTS IN TRAINING OF ANGANWADI WORKERS

The Ministry of Women and Child Development, Government of India, New Delhi published training unit on *ECCE TRAINING UNIT FOR ANGANWADI WORKER*. This training unit is part of the job training unit for Anganwadi Workers and focuses only on the early childhood care and education (ECCE) part of the training. This unit is planned for a period of 5 days out of the 26 days allocated for the job training. The purpose of this unit is to guide trainers to train Anganwadi Workers so that they are able to plan and conduct appropriate ECE activities for 3 to 6 year olds. It is designed to provide the Anganwadi Worker a basic understanding of the ECCE curriculum and pedagogical approaches to ensure optimal and holistic development of young children so that they are ready to start formal schooling at the age of six years. It also includes a component on psychosocial development of children below the age of 3 years, to help Anganwadi Workers counsel parents/caregivers on early stimulation. It is expected that this training will be followed by periodic refresher or thematic trainings for further knowledge and skill enhancement.

Some of the important focus points of the unit are mentioned below:

- **Brain Development and Holistic Development of the Child**: Importance of the first six years of life.
- **ECCE for Birth to Six Years**: Aims and importance for school readiness and lifelong learning

**Key Aspects of Development of Young Children**

- Developmental domains and milestones
- Early stimulation activities, infant games and development of play materials
- Introduction to Mother and Child Protection (MCP) cards
- Developmental domains and milestones
- How children learn : Importance of play
- What is school readiness?

- Introduction to ECE curriculum and routine
- What is a balanced ECE curriculum?

**Principles of Planning an ECE Schedule/Routine**

- Introduction and shared reading of ECE state curriculum, ECE routine
- Theme based planning: yearly, monthly, weekly and daily plans, Use of activity books
- Developing developmentally appropriate activities for children across domains and low cost play material
- Set up of an AWC to promote activity based learning for preschoolers—activity corners, organisation and management of time and space
- Demonstration of 3-4 hour ECE routine by trainer in model Anganwadi Centers using PSE kit and existing teaching and learning material followed by discussion.
- Early identification and referral
- Inclusion of children with disabilities

**Developing Stories and Storytelling Aids**

- Storytelling
- Action songs and rhymes
- Skill building organising free and outdoor play
- Skill building - Free and guided conversation
- Skill building - Activities for emergent literacy and numeracy

**Assessment of Young Children**

- Portfolios
- Observation
- Child assessment cards
- Planning for 4-hour ECE routine
- Guidelines and planning for celebration of ECCE day
- Advocacy for importance of ECE

## 10.6 PROGRAMMES OF PROFESSIONAL DEVELOPMENT OF AWW

There are many programmes/courses available for the professional and continuous development of AWW in India. Some of the important programmes/courses are mentioned below:

1. **National Institute of Public Cooperation and Child Development**, New Delhi develops Job Training e-courses for AWW by which they can upgrade their knowledge without going for regular courses. Job Training Courses avaliable on the website are meant only for the Anganwadi Services Scheme functionaries of umbrella ICDS who are presntly working. This E-learning platform provides them an opportunity to quickly make technical concepts and communicate to a much wider audience at a faster pace. Since the units are standardised and not dependent upon the delivery of the trainers they have consistency in the content. The E-learning courseware uses a mixed learning approach and hence could lead to better retention of concepts. Easy tools embedded in the E- Learning courses help them to learn and move at their own pace and take a formal assessment after each lesson. So it provides immediate results and feedback, in case they are not able to score properly in a particular unit they are encouraged to re-read the chapter and go through assessment again.
2. **Department of Elementary Education (DEE),** NCERT, New Delhi offers Six-month Diploma Course in Early Childhood Care and Education every year; conducting training programmes for key functionaries of states in planning, implementation and monitoring of the ECCE programmes and developing necessary materials for children, teachers, teacher educators and parents; and disseminating Early Childhood Care and Education - Children Media Laboratory (ECCE-CML) kit to Government run pre-school centres, Anganwadis and private institutions working in the area of ECCE.
3. **Commonwealth Educational Media Centre for Asia (CEMCA)** also offers e-course on Diploma in Pre Primary Teachers Education.

| |
|---|
| Trainee can access this course by clicking the link: http://cemca.org/resources/formal-educational-resources/diploma-pre-primary-teachers-education#.Wz4OhNIzYkI |

**CHECK YOUR PROGRESS**

Q.5. What does competencies mean in the context of ECCE?

---

---

Q.6. State some competencies for ECCE teachers as identified UNESCO and SEAMEO.

---

---

Q.7. ECCE Training unit for Anganwadi Worker *was* published by—

---

---

Q.8. Name two programmes/ courses available for the professional and continuous development of AWW in India.

---

---

Q.9. What is the full form of CEMCA?

---

---

## 10.7 SELF-APPRAISAL AND SELF DEVELOPMENT OF AWWS

Self-Appraisal/Assessment is a technique to assess one's own performance of work and enable the teacher/ worker to appraise performance, improve work performance, set goals and make action plan, solve problems, establish check points for timely completion of a task, build confidence and self development. Self Appraisal can be done by listing one's strengths, weakness, limitations, opportunities and threats / constraints. On the other hand, self development is important for quality performance. For this one should regularly update one's knowledge and skills, attend training programmes from time to time, develop a positive and healthy attitude of one's own capabilities, skills and limitations, share experience with other grassroots level functionaries, regularly interact with community for quality improvement and experiment innovative, need-based activities in the community.

Being an AWW you must engage yourself in Self Appraisal regularly and look for opportunities for Self Development. For that you should keep remember the following points:

- Building upon own strengths to improve capabilities.
- Making oneself aware of own weaknesses and make efforts to strengthen them in such a way that they become one's strength.
- Making oneself aware of the opportunities available and improve own quality of work.
- Making oneself aware of threats so as to be cautious of the forthcoming problems and constraints and to find ways to overcome them at the right time.

In the *Hand Book for Anganwadi Workers* published by National Institute of Public Cooperation and Child Development, (New Delhi) has given the following Checklist for AWW's self-appraisal & Development. AWW may use the following Checklist for their self-assessment--

**Table 10.1 Suggested Checklist for AWWs for Self Appraisal & Development**

*(For Self Appraisal Appropriate Columns under Grades)*

| **Sl. No.** | **Indicators** | **Grades** | | | |
|---|---|---|---|---|---|
| | | **Very Good** | **Good** | **Poor** | **Very Poor** |
| 1. | Awareness of Role & Job Responsibilities | | | | |
| 2. | Knowledge about ICDS Programme | | | | |
| 3. | Skills for Delivery of Services<br>• Supplementary Nutrition<br>• Growth Monitoring<br>• Health Care<br>• Preschool Education<br>• Nutrition & Health Education<br>• Referral Services | | | | |

| | | | | | |
|---|---|---|---|---|---|
| | • Identification of Children with Disabilities<br>• ElicitingCommunity Participation | | | | |
| 4. | Reach and Utilisation of Services of ICDS | | | | |
| 5. | Work Facilities & Environment<br>• Location of AWC<br>• Building of AWC<br>• Set up of AWC<br>• PSE Material<br>• Supplementary Food<br>• Medicines<br>• IEC Material<br>• Equipment<br>• Records & Registers | | | | |
| 6. | Attitude towards Work<br>• Willingness to work or perform duties<br>• Willingness to accept responsibility<br>• Desire to achieve goals & targets<br>• Accept criticism in a mature and healthy manner | | | | |
| 7. | Personal and Professional Qualities<br>• Communicate effectively with Helpers, Supervisors and CDPOs<br>• Communicate effectively with other health functionaries | | | | |

| | | | | | |
|---|---|---|---|---|---|
| | • Display patience and self control during work<br>• Demonstrate consideration for other's viewpoints | | | | |
| 8. | Leadership and Performance Qualities<br>• Plan and organise work in a systematic manner<br>• Promptly carry out assigned tasks<br>• Take initiative when necessary<br>• Complete tasks on time<br>• Observe rules and instructions | | | | |
| 9. | Relationship<br>• Communicate effectively with community leaders<br>• Communicate effectively with mothers and other community members<br>• Aware of community needs & problems ability to Solve Problems | | | | |
| 10. | Opportunities for Self Development | | | | |

**Source:** ***Hand Book for Anganwadi Workers, NIPCCD, New Delhi, pp.217-218***

***Points to be remember by AWW while filling up the above checklist:***

1. Remembering that this checklist is just to improve AWW's work performance
2. AWW should be honest in filling up the Form
3. AWW should share their Self-Appraisal with Supervisor or CDPO
4. After the Self-Appraisal, AWW should note the areas for improvement. These will be under poor or very poor and discuss the problems with their Supervisor
5. AWW should be cautious of the problems in these areas and take necessary and timely action to resolve them
6. AWW should build upon the areas under 'Good' or 'Very Good' to improve themselves.

7. AWW should make efforts or look for opportunities for Self Development

## 10.8 LET US SUM UP

The unit can be summarised as-

- At the core of the professional development activities lies a commitment to proactive and continuous lifelong learning and personal mastery.
- Professional development includes teachers' pride and commitment in their roles as ECCE teachers, adherence to professional ethical standards, professional behaviour, and continuous planning, participation, and reflection on the ways by which they can improve the practice of early childhood care and education.
- The core areas of teacher development and management are qualification, certification, and licensing of accreditation, recruitment to the profession, pre-service teacher education, deployment and retention; continuous professional development, competencies and professional ethics; monitoring and quality assurance for performance appraisal, employment terms and working environments and effective governance systems for ECCE.
- Content knowledge, pedagogic practice, and assessment competencies are the primary competencies for ECCE teachers.
- Some national and international agencies like National Institute of Public Cooperation and Child Development, New Delhi, NCERT, New Delhi & CEMCA, New Delhi offer job training courses for AWW.
- Self Appraisal/Assessment is a technique to assess one's own performance of work and enable us to appraise performance, improve work performance, set goals and make action plan, solve problems, establish check points for timely completion of a task, build confidence and self development.
- After the Self-Appraisal, AWWs should note the areas for improvement and to discuss the problems with the Supervisor for further improvement.

## 10.9 FURTHER READING


1. *Handbook for Angwanwadi workers* (2006): National institute of public co-operation and child development
2. Kaul, V. (2009). *Early Childhood Education Programmes*: NCERT, New Delhi

3. UNESCO and SEAMEO. (2016). *Southeast Asian Guidelines for Early Childhood Teacher Development and Management. Bangkok:* UNESCO and SEAMEO .Retrieved from: http://unesdoc.unesco.org/images/0024/002443/244370E. pdf
4. United Nations. (2015): *Sustainable Development Goal 4.* Retrieved from: https://sustainabledevelopment.un.org/ sdg4

**Web Links:**

http://cemca.org/resources/formal-educational-resources/diploma-pre-primary-teachers-education#.Wz4OhNIzYkI

http://unesdoc.unesco.org/images/0024/002443/244370E

## 10.10 ANSWER TO CHECK YOUR PROGRESS

**ANSWER TO Q.NO.1:**

2030

**ANSWER TO Q.NO.2:**

Current Anganwadi workers/teachers would be trained through a systematic effort in accordance with the curricular/pedagogical framework developed by NCERT

**ANSWER TO Q.NO.3:**

2018

**ANSWER TO Q.NO.4:**

- Providing comprehensive descriptions of knowledge, skills, and dispositions that ECCE teachers in Southeast Asia need to support holistic development of a child;
- Providing systematic and consistent structure and content to support the professional development of Southeast Asia's early childhood workforce.

**ANSWER TO Q.NO.5:**

The term competencies may be defined as a combination of observable and measurable knowledge, skills, abilities, behaviours, and personal attributes that contribute to enhanced success in specific performance areas. In the context of ECCE, competencies are seen as crucial to achieving the desired outcomes of holistic child development and learning

**ANSWER TO Q.NO.6:**

- ✓ Content knowledge, pedagogic practice, and assessment competencies
- ✓ Engagement and Collaboration

**ANSWER TO Q.NO.7:**

The Ministry of Women and Child Development, Government of India, New Delhi

**ANSWER TO Q.NO.8:**

i. National Institute of Public Cooperation and Child Development

ii. Department of Elementary Education(DEE), NCERT, New Delhi

**ANSWER TO Q.NO.9:**

Commonwealth Educational Media Centre for Asia

## 10.11 POSSIBLE QUESTIONS

### A. Short Questions (Answer each questions in about 150 words)

1. What will be the pre-requisite criteria for ECCE teacher as per NEP2020?
2. Briefly discuss the purposes of UNESCO's project report on 'Early Childhood Care and Education (ECCE) Teacher Competency Framework for Southeast Asia (SEA)'
3. Write short notes on-Training unit for Anganwadi Worker.
4. What is meant by professional competency?
4. What is self-appraisal?

### B. Long Questions (Answer each questions in about 300-500 words)

1. Discuss the significance of Professional development of ECCE Teachers with special reference to New Education Policy 2020.
2. Discuss some programs of professional development of AWW.
3. Discus the importance of Self-appraisal for AWW.

**********

# UNIT 11: CHILD CARE SERVICES IN INDIA

## UNIT STRUCTURE

11.1. Learning Objectives

11.2. Introduction

11.3. Existing Programs and Services for Children in India

11.4. Schemes of the Government

11.5. Voluntary organizations in India

11.6. Let Us Sum Up

11.7. Further Reading

11.8. Answers to Check Your Progress

11.9. Possible Questions

## 11.1. LEARNING OBJECTIVES

After going through this unit, you will be able to –

- describe the existing programs and services for children in India
- identify the schemes of the Government
- discuss the voluntary organizations involving in child care services in India

## 11.2. INTRODUCTION

Children are the future of our country. Every child has right to lead a decent life. The physical, mental and social well being of a child depends upon the family to which she/he belongs. India has high rate of neo-natal deaths which is around 35% in the world. Around 50% of child mortality occurs in the country. Keeping in view, the Government of India has initiated and implemented many policies, schemes and programmes to cater to the welfare of all children. These initiatives serve as pathways for creating a good environment and facilitating children during their early stages of development.

This unit focuses on the existing programs and services for children in India. The unit also explains the governmental schemes and voluntary organizations involved in child rights are

integral part for the development of children. The government of India along with civil society has introduced various policies and programs for fulfilled the students need.

## 11.3. EXISTING PROGRAMS AND SERVICES FOR CHILDREN IN INDIA

The constitution of India protects the rights of children. The fundamental rights, Directive Principles in Part IV and Fundamental Duties in Part IV A play a vital role in proclaiming child rights which are related to children as follows – the Right to Equality including equality before law and the equal protection of law(Article 14), prohibition of discrimination on grounds of religion, race, caste, sex or place of birth (Article 15), abolition of untouchability (Article 17), the right to freedom of speech and expression (Article 19 (1)(a)), right to education flows from right to life (Article 21A), the right against exploitation, prohibiting all forms of forced labour, child labour and trafficking human being (Article 23 and 24), the right to constitutional remedies for enforcement of all fundamental rights (Article 32). These rights have direct or indirect bearing for children.

Every child needs care so; the Directive Principles ensure it for every child. In Article 39, 'The State shall, in particular, direct its policy towards securing (e) that the health and strength of workers, men and women, and the tender age of children are not abused and that citizens are not forced by economic necessity to enter avocations unsuited to their age or strength: (f) that children are given opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity and that children and youth are protected against exploitation and against moral and material abandonment', Article 243G with Schedule 11 – provides for institutionalization of child care by seeking to entrust programmes of Women and Child Development to Panchayat (Item 25 of Schedule 11), apart from education (Item 17), Family welfare (Item 25), health and sanitation (Item 23) and other items with a bearing on the welfare of children.

The Constitution Act making free and compulsory education a Fundamental Right for all children in age group of 6-14 years. By this, Article 21 A reads as follows – 'The state shall provides free and compulsory education to all children of age group of six to fourteen years '. Article 45 'The State shall endeavor to provides early childhood care and education for all children until they complete the age of six years' and Article 51 A (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be , ward between the age of six to fourteen years'.

Keeping in view the problems and challenges faced by children, laws have been introduced and various programs and policies are being implemented for the welfare of children in India.

A. **Integrated Child Development Scheme (ICDS), 1975**

The Integrated child development Scheme (ICDS) is a centrally sponsored scheme of Government of India launched on 2nd October 1975, to commemorate the birth anniversary of the father of the nation, Mahatma Gandhi. It is a unique programme and one of the world's largest early childhood care and development. It includes all the children of age group of 0-6 years. The scheme covers six services, namely:

i. Supplementary nutrition,
ii. Pre-school non formal education,
iii. Nutrition and health education,
iv. Immunization,
v. Health check-up, and
vi. Referral services.

The prime objective of the programme is to lay foundation for proper psychological, physical and social development of the child, improve health and nutritional status of children below six years of age, reduce infant mortality, morbidity, malnutrition and school dropouts, achieve effective policy implementation to promote child development and enhance capability of the mother to look after health and nutrition, education and other needs of her child. There has been significant improvement in the implementation of ICDS Scheme in 10th and 11th Plans in terms of increasing numbers of projects, Anganwadi Centers and coverage of beneficiaries, infrastructure development and training programmes for field staffs which are organized through district, state and regional centers. Many states have introduced state specific initiatives and good practices for effective implementation of ICDS Scheme. Today ICDS has a network of 4200 projects covering nearly 75percentage community development blocks and 273 urban slum pockets. If we see it in the universal scenario, ICDS reaches out to 4.8 million expectant and nursing mothers and 22.9 million children (under six years of age) of the disadvantaged groups. Of these, 12.5 million children (age three to six years) participate in centre based pre-school activities.

The National Policy on Early Childhood Care and Education (ECCE) is under formative stage which provides operational guidelines for strategic implementation. Under ICDS Project a scheme was implemented through Anganwadi Centers for adolescent girl's which was known as The Kishori Shakti Yojana. The scheme emphasis on increase self confidence, boost moral and give dignity to the adolescent girls. It includes two schemes namely- Girls to Girls Approach and Balika Mandal Scheme.

**B. Mid Day Meal Scheme (MDMS), 1995**

Mid Day Meal Scheme was launched by Government of India in 1995 to improve the nutritional status of school going children age group of six to fourteen. Tamil Nadu was the first state in India to introduce this scheme. The Mid Day Meal Scheme is being implemented under Sarva Siksha Abhiyan Scheme which aims at universal enrolment and retention of children. Under the programme nutrition and snacks attending schools. These programme supplies free lunches on working days for children in government primary and upper primary schools, government aids Anganwadis. The name of the scheme has been changed to PM-POSHAN ( Pradhan Mantri Poshan Shakti Nirman) Scheme, in September2021, by MoE, which is the ministry responsible for the scheme.

### C. Sarva Shiksha Abhiyan (SSA)

The Sarva Shiksha is a program of Government of India aimed at universalisation of elementary education in a time bound manner. The aim of SSA is to provide free and compulsory elementary education to all children in 6-14 ages by 2010. The scheme provides school infrastructure and quality improvement in education of the children. The objectives of the scheme is that all children to be in school and universal retention by 2010 and bridging all gender and social gaps at primary stage by 2007 and at elementary education level by the year 2010. SSA is a programe with its own target, norms and processes and on the other it is an umbrella programe covering other programs like- District Primary Education Programme (DPEP), Operation Blackboard etc. Sarba Shikha Abhiyan is an attempt to provide quality education to all children through active participation of community in a mission mode.

### D. Pulse Polio Immunization Programme (PPI)

There is no cure for Polio virus; it can only be prevented. In India, vaccination against Polio was started in 1978 under the Expanded Immunization Programme (EIP). The universal Immunization Programme (UIP) was introduced in 1985 and implemented in a phase manner to cover all districts of in the country. Following the global Polio eradication initiatives of the WHO in 1988, the Indian government introduced the Pulse Polio Immunization (PPI) programme in 1995. Under this programme all children age group 0- 5 years are to be administered 2 dose of OPV (Oral Polio Vaccine) in December and January, until polio is eradicated. The aims of Pulse Polio Immunization Programme are Replacement of wild Poliovirus in the community and to monitor that not a single child should miss the immunization and leave any chance to Polio occurrence.

### E. Integrated Program for Street Children

The Integrated Programme for Street Children by the Ministry of Social Justice and Empowerment seeks to prevent destitution of children who are without homes and family ties and are vulnerable to abuse and exploitation. The programme restoring these children and facilitates their withdrawal from life on the streets. The Integrated Programme for Juvenile Justice seeks to provide care and protection to the children and it includes establishment of a National Advisory Board on Juvenile Justice for implementation of Juvenile Justice Act brings quality improvement in existing infrastructure, expanding non-institutional services.

**F. The Elimination of Child Labour Programme**

The Ministry of Labour, Government of India implemented the Elimination of Child Labour Programme for rehabilitation of working children and elimination of child labour. The National Child Labour Projects have been set up in different areas to rehabilitate child labour and established special schools to provide non-formal education, vocational training and supplementary nutrition to children withdrawn from employment.

**CHECK YOUR PROGRESS**

Q.1. Mention some child care services existed in our country?

---

---

Q.2. In which year Integrated child development scheme was introduced?

---

---

Q.3. What are the services covered by ICDS?

---

---

## 11.4. SCHEMES OF THE GOVERNMENT

The various schemes of the government for children in India can be discussed as follows-

**Integrated Child Protection Scheme (ICPS)**

The Integrated Child Protection Scheme (ICPS) is a centrally sponsored scheme which aimed at building a protective environment for children in difficult situations, as well as other vulnerable children, through Government Civil Society. The scheme is based on the principle of “protection of child rights” and “best interests of the child”.

**The National Crèche Scheme**

The National Crèche Scheme is a centrally sponsored scheme being implemented by the Ministry of Women and Child Development. The scheme was earlier named as Rajiv Gandhi National Creche Scheme. It aims to provide day care facilities to children (age group of 6 months to 6 years) of working mothers among all socio-economic groups in both in the organized and unorganized sectors. Its aims to provide care and education service for the children below six years of age and ensuring sleeping facilities, healthcare, supplementary nutrition, immunization, etc for running a crèche for 25 infants for eight hours. It was revamped in 2006.

**The Shishu Greh Scheme**

The Ministry of Women and Child Development implemented the scheme which promotes child adoption in India. The objectives of the scheme are to promote adoptions of abandoned/ orphaned/ destitute child within the country and ensure minimum standards of care and provide institutional support to every deprived child. In India, there are lots of children became orphan and lack of any support they are forced to live in an awful and unhygienic way of living. So the scheme targets all such child with such type of issues and make sure that no child should be deprived and he/she deserve all happiness of his/her part. The scheme for welfare of Orphan and Destitute Children is a centrally sponsored scheme under Ministry of Women and Child Development. The aim of the programme is to provide shelter, healthcare and nutrition, education and vocational guidance to orphaned and destitute children within age group up to 18 years for boys and up to 25 years for girls.

**Central Adoption Resource Authority (CARA)**

It is a statutory body of Ministry of Women and Child Development, Government of India. It acts as a nodal body for adoption of Indian children in-country and inter country and its mandate is to find a loving and caring family for every orphan/ destitute child in the country.

**Scheme on Community Based Production of Nutritious Food**

The scheme distributed supplementary food of high quality to helpless groups particularly pre-school children, pregnant and lactating mothers attending ICDS or crèches run by the NGOs. They provide cooked food with roasted cereals and pulses.

**Schemes for Working Children in Need of Care and Protection**

The scheme is mainly for the children who are working as domestic helpers, at roadside dhabas, mechanic shops etc. A major objective of this scheme is to bridging education and vocational training, medicine, food, recreation/sports equipments etc.

**Janani Suraksha Yojana (JSY)**

Under National Health Mission, Janani Surakhsha Yojana (JSY) was launched on 12 April 2005 with a safe motherhood intervention. The prime objective of this scheme is to reduce maternal and neonatal mortality by promoting institutional delivery among poor pregnant women.

**Janani Shishu Suraksha Karyakram (JSSK)**

The Government of India launched Janani Shishu Suraksha Karyakram in 2011 to gives complete free and cashless services to pregnant women and sick newborns in government hospitals in both rural and urban areas.

**CHECK YOUR PROGRESS**

Q.4. What is the full form of CARA.

---

---

Q.5. Mention the main programmes for the development of children in India.

---

---

## 11.5. VOLUNTARY ORGANIZATIONS IN INDIA

In our country, much of the social work has been done by voluntary organizations. The Government of India also promotes voluntary organizations because it is difficult for the Government to look after all parts of the country and design development efforts to suit the needs of every society. So Government has to work hand in hand with voluntary organizations for successful implementation of the programmes. Let us now read such type of voluntary organizations which are working for children and made some significant contributions in the field of child development.

The voluntary organizations have been divided into three groups. These are given below-

- National Voluntary Organizations
- International Voluntary Organizations

## A. National Voluntary Organizations

Some of the national level voluntary organizations working for child development which are given below-

### i. Indian Council for Child Welfare (ICCW)

Indian Council for Child Welfare (ICCW) is a leading organization in the field of child welfare established in 1952. It develops programmes for the benefit of children, particularly from the weaker sections of society. Every year the council organized a National Painting Competition and 'Learn to Live Together' camp for children. Greeting cards are printed and sold by the council and the received funds are utilized to educate the children of poor family. The main programmes of Indian Council for Child Welfare are given below-

**Anganwadi workers Training Programme**

Anganwadi workers (AWWs) are the grassroots level functionaries under Integrated Child Development Services. A three month's training programme is given to the newly appointed Anganwadi workers to perform their duties effectively and confidently. The Indian Council for Child Welfare runs anganwadi training programmes through its Anganwadi Training Centers. This centers also organized refresher courses and weeklong orientation programmes for AWWs and helpers.

**Balsevika Training Programme**

The council set up Balsevika Training Programme in 1961 which is design for providing necessary skills to child care and covers all aspects of child development. This is a eleventh month programme which includes non-formal preschool education; health and nutrition; community participation; and organization and management. During the session, all workers prepare a set of aids which form the Balsevika Training programme Kit that can be used by them in the child care centres.

**Enrichment Programme for Trainers**

Some enrichment programmes are organized by the Indian Council for Child Welfare to prepare the trainee of Anganwadi Training Centres and Balsevika Training Institutes for their respective job. The objective of this progrmme is to prepare the trainee mentally as well as physically so that they can respond to the field situations and issues.

**Creche Workers Training Programme**

The Ministry of Human Resource Development initiated the Creche Workers Training Programme in 1986 with the objective of enhancing the skills of crèche workers in organizing and managing day care centers. This is a five week long training programme provided by the ICCW through Anganwadi Training Centers.

**Creche Programme**

Creche programme signifies day care facilities to the children of working and ailing mothers. Under this programme many services like supplementary nutrition, non-formal education, immunization and health care facilities are provided to the children in the age group of 0-5 years. A balsevika and a health worker look after 25 children in each crèche which are mainly come from the lower socio economic strata of the society.

**Early Childhood Education Programme**

The purpose of the early childhood education programme is to provide overall development of the children in the age group of 3-6 years.

**ii. Mobile Creches**

It is seen that parents engaged as a labourers at construction sites and they bring their children to that particular places which is not good for a child's health. A social worker named, Mrs Meera Mahadevan, initiated the idea of crèche for needy children whose parents are working as labourers at construction site. Thus a voluntary organization name Mobile Creches come into

being in 1970, providing unique service. It provides day care facilities for looking after health, nutritional, educational and recreational needs of the child whose parents are engaged in a construction site. They provide three types of services for children in different age group-

a) Creache for children below three years of age,
b) Balwadi for the children aged 3-6 years and
c) Non-formal education for the children age group of 6-12 years.

The workers of mobile creache conducted various social events, exhibitions, holiday camps and make efforts to create awareness in the community at the work site regarding health and hygiene, nutrition, family planning and care during illness. The workers are given in-service training to upgrade their skills.

### iii. SOS Children's Villages of India

As we all know that many children become orphans when their parents die in war, accidents, and natural calamities like floods or earthquakes, Covid-19 etc. SOS Children's Village is an organization that provides a home to the children's who have lost their parents or are homeless for other reason. Under this organization every children will grownup in a loving and caring environment of a home. They received education and training and grown up as a responsible adults.

40 years age in Austria, Dr. Hermann Gmeiner, first thought of this idea of placing destitute children under the care of a 'mother' and providing a home and brothers and sisters. Today there are more than 300 hundred SOS Children's Villages in the world and In India it is more than 30 SOS Children's Village are working, while several more are at the planning or construction stage.

SOS believes that every child deserve a good family environment for overall development of a child. A SOS Children's Village have eight or nine children along with their SOS mother who love and care the child like a natural family.

### iv. Indian Red Cross Society

Indian Red Cross Society was set up in 1920, for helping the war victim. But now a day the organization has grown larger and now provided a variety of welfare programmes. The organization provided medical services to the people who faced the risk of death and handicap in Bhopal gas tragedy.

Indian Red Cross Society runs mobile medical units, maternity hospitals, T.B. hospitals and hospitals for the disables. It provides special services for women and working mothers and they also run centers for mentally retarded, hearing impaired and visually impaired.

**v. Ashraya**

Ashraya is a voluntary organization which aims to provide temporary shelter for children who are either deserted by their parents and other relatives or they may leave their homes due to some reason. The aim is to send these children back to their own families and live a healthy life. Children's home under Ashraya provides a very personal type of care to the children. They arranges for adoption of children in the age group of 0-12 years. The organization arranges some crèches for children of labourers who are engaged in various construction site. Here children are served a nutritious diet, medical facilities and are taught the basic habits of health and hygiene.

vi. **Bureau of child welfare and Research**

Bureau of child welfare and Research is a national level organization which was set up in Uttar Pradesh in 1959 with the objective of promoting the cause of children. The main objectives of the bureau are-

- To investigate problems of children and collect relevant data
- To prepare child welfare plans and set up child welfare organizations
- To train child welfare workers.

For undertaking survey and research on child welfare, the bureau established a Child Guidance Clinic. The bureau also organized some programme like- holiday camp, educational trips, celebration of children's day, organizing sports and cultural programmes for the welfare of the students.

**vii. Kasturba Gandhi National Memorial Trust**

The Kasturba Gandhi National Memorial Trust is an organization dedicated to the development of women and children in rural area. It was located in Kasturbagram, Indor, Madhya Pradesh and Mahatma Gandhi was the founder of this organization. Kasturba Gandhi Memorial Trust had a major activity of helping and serving rural mass, mainly in the field of health and welfare of rural women and children working in different territory of India. It also tries to help poor and needy people in the interior part of India. The trust runs maternity hospitals and dispensaries for women and children and creates awareness about how to prevent illness.

Balwadis are set up for imparting pre-school education to children and also conducts some courses related to young women enabling them to pass school level examination. Under this trust women and children of rural areas are given training in handicrafts and cottage industries.

**B. International Voluntary Organizations**

As we have read about some of the organizations in our country that are working for children but you know that child development is a global concern. There exit some organizations which are concerned with the development of children in all over the country. In this regards, some of the international organizations which are engaged in child development activities are given below-

**(i) Save the Children Fund (SCF)**

In 1919, after World War 1, Save the Children Fund was set up in United Kingdom. The aim of this organization is related with long term welfare of children in hunger, sickness and need. It's aim is to serve the children irrespective of country, nationality, race, caste or religion, whenever they are troubled by conditions of hardship and distress. Now a day's SCF provides money for various kinds of projects and sponsorship.

**Projects:** SCF provides money for projects so that needy children's can benefit. This is done in four ways-

a. Development of services
   Under this there are two types of services namely education and primary health care. In the field of education, funds are provided for pre-primary education and education for the children from families who are migrated. Under primary health care services, funds are provided for immunization, MCH clinic, Nutrition, health education and promotion of traditional medicine.
b. Working with the communities
   Developing children into good adults by helping their families with some community development works like irrigation projects, construction of link roads and community centre to make their family economically self reliant. It also includes providing clean drinking water and sanitation programme. Adult education is also a part of it.
c. Emergency Relief
   SCF helps in those areas which are not covered by Government or other funding agencies in the time of disasters and epidemics in our country.
d. Training

It is necessary that all staff members working in different child welfare institutions are provided training to understand the needs of the child, their requirements, develop skills of handling them in the right manner and fostering their overall development.

**Sponsorship:** Sponsorship is mainly for individuals. If the organization is sure that a particular child/ family/ group of children need some help, them the organization directly helps them. The sponsorship programmes can be for education of children, vocational training or training of handicapped children.

**United Nations Children's Emergency Fund (UNICEF)**

UNICEF is concern for the children who were starving and sick as victims of World War II. It was established by UN General Assembly in 1946. UNICEF provided supplies as milk, blankets, shoes, clothing, medicines etc to the children in 14 war affected countries. Never before we saw such type of humanitarian effort carried out at an international level. Today's Children are the human resource of future so UNICEF is continuously working to develop human resources through projects in health, nutrition, family and child welfare, education and vocational training etc. UNICEF also helps nations to free children from different disease and epidemics. It helped many countries in saving their child from hunger. Many counties also call the organization to help in starting day care centers, community clubs, and mother's club or for training of family and child welfare workers.

**World Food Programme (WFP)**

In 1963, World Food Programme was established jointly by the United Nations and the Food and Agriculture Organization. The main aim of this programme was to provide food to needy in the developing countries. Under Human Resource Development, WFP aims at improving the health and skills of the next generation. It includes school children, students at universities and technical schools, pregnant women and children below school age. It also promotes literacy and adult education.

**CHECK YOUR PROGRESS**

Q.6. Name some national level voluntary organization engaged in child care services.

---

---

Q.7. Mention some international level voluntary organizations which are engaged in child care and welfare.

---

---

## 11.6. LET US SUM UP

All children have the right to grow up in a happy, loving environment where their needs for food, clothing and education are met adequately. However all children are not so fortunate. Due to some factors like poverty and death of parents, even these basic needs some children are neglected. In such cases the children are looked after either by voluntary organizations or the organizations set up by the Government. These organizations carry out a number of welfare and developmental activities for the children. International voluntary organizations also lend a helping hand by providing services or in terms of different scholarship / funds. The unit can be summarized as-

- To protect child right, the Constitution of India play a significant role in affirming child right with the help of the Fundamental Rights incorporated in part III, Directive Principles in part IV and Fundamental duties in part IVA.
- Integrated Child Development Services (ICDS) a scheme was launched in 1975 and a unique programme for early childhood care and development for all children in the age group of 0-6 years. The schemes covered supplementary nutrition, pre-school non-formal education, nutrition and health education, immunization and regular health check up as its services.
- Mid Day Meal Scheme (MDM) targeted to improve the nutritional status of children studying in primary and upper primary classes in Government, Government aided schools.

- Samagra Shiksha Abhiyan was launched in 2018 for the school education extending from pre-school to class 12. It aims to ensure inclusive and equitable quality education from pre-school to senior secondary stage.
- Pulso Polio Immunization Programme (PPI) was launched in 1978 under the expanded immunization programme. Its aim is to ensure all children in the age group of 0-5 years are to be administered two dose of oral polio vaccine until polio is eradication.
- The aim of Integrated Programme for Street Children is to rehabilitation of working children and elimination of child labour.
- Integrated Child Protection Scheme (ICPS), 2009 targeted at building a protective environment for children in difficult circumstances, as well as other vulnerable children.
- Rajeev Gandhi National Creche Scheme for the children of working mothers helps to establish crèches and provide quality daycare facilities for children of working mothers.
- Some other agencies like Shishu Greh Scheme, CARA, Schemes for working children in need of care and protection, Janani Suraksha Yojana etc. focuses on critical areas of education, survival, health safety and well being of children and mother.
- Indian Council for Child Welfare (ICCW) was established in 1952 and its aim is to develop some programmes for the benefit of children especially from the weaker section of society.
- Mobile Creches is a pioneering organization working for the right to early childhood development of marginalized children. It would be set up a crèche-cum daycare centre on the building site so the mothers could safety leave their children and go to work.
- SOS Children's Village began its operation in India in 1964 and it is dedicated to improving the lives of children and young people without parental care or at risk of lossing it.
- Red Cross Society provides relief in time of emergencies/disasters and promotes health and care of the vulnerable people and communities. It also promotes mutual understanding, friendship, cooperation and lasting peace amongst all people.
- Kasturba Gandhi National Memorial Trust was created in 1944 after the death of Kasturba Gandhi. The main aim is to raise the standard of Indian Women engaging them in various programmes and activities through Gram Sevikas.
- Save the Children Fund (SCF) was introduced in 1919with the goal of helping the lives of children in worldwide. The organization helps to raise money to improve children's lives by creating better educational opportunities, better health care and improved economic opportunities.
- UNICEF was established in 1946 with an aim to save children's lives, to defend their rights and to help them fulfill their potentialities from early childhood through adolescence.

- ❖ World Food Programme is the leading humanitarian organization saving lives and changing lives, delivering food assistance in emergencies and working with communities to improve nutrition and build resilience.

## 11.7. FURTHER READING


1. Bajpai, Asha (2003) *Child Rights in India: Law, Policy and Practice*, Oxford University Press, New Delhi.
2. Gautam,Manjulika (2006) *'Child Development in India'*, Yojana, November, pp26-29.
3. DDreze, Jean and Aparjita Goyal (2003) *'Future of Mid Day Meals'* , Economic and Political Weekly, Vol.38, n0 44, pp.4673-4683.
4. 'Child Labour' retrieved from http://labour.nic.in/cwl/Child labour.htm
5. 'Rajiv Gandhi National crèche Scheme' retrieved from http://cswb.gov.in/index_1_.asp? linkid=234 & langid=1
6. Satpathy. Chinmayee (2012) *"Child welfare policies and Programmes in India"* Yojana Nov.2012, pp23-27.
7. Ministry of Women and Child Development (2019). *Integrated child development services scheme.* Retrieved from https://icds-wed.nic.in/icds.aspx


**Other Web-links-**


1. http://www.csa.org.in/integrated_Child.pdf
2. http://cara.nic.in/about_us.htm
3. http://education.nic.in/ssa/ssa_1.asp#1.0
4. http://pib.nic.in/archieve/flagship/bkg_mdm1.pdf


## 11.8. ANSWER TO CHECK YOUR PROGRESS

**ANSWER TO Q.NO** 1: Some child care services existed in our country are- Integrated child developmental scheme, Mid day meal, Sarva Shiksha Abhiyan, Integrated programme for street children, Pulse polio immunization programme and so on.

**ANSWER TO Q.NO** 2: Integrated child development service scheme was launched in 1975.

**ANSWER TO Q.NO** 3: The various services covered under Integrated child development service scheme are – Supplementary nutrition, Pre-school non formal education, Nutrition and health education, Immunization, Health check-up and Referral services.

**ANSWER TO Q.NO** 4: The main objectives of Pulse polio immunization programme is to achieving hundred per cent coverage under Oral Polio Vaccine. It aimed to immunize children through improved social mobilization, plan mop –up operations in areas where poliovirirus has almost disappeared and maintain high level of morale among the public.

**ANSWER TO Q.NO** 5: The full form of CARA is Central Adoption Resource Authority.

Answer to question no 6: The programmes are Integrated child protection scheme, Rajiv Gandhi National Creche School, Shishu Greh, CARA, Schemes for working children in need of care and protection, Janani Surakha and Janani Suraksha Yojana etc.

**ANSWER TO Q.NO** 7: The name of some national level voluntary organization engaged in child care and services are- Indian Council for Child Welfare, Mobile Crechs, SOS Children's Village, Indian Red Cross Society, Ashraya and Bureau of Child welfare and Research.

**ANSWER TO Q.NO** 8: The name of some international voluntary organizations are- Save the Children Fund, UNICEF and World Food Programme.

## 11.9. POSSIBLE QUESTIONS

### A. Short Questions (Answer each questions in about 150 words)

1. Write the full form of-
    a. ICDS
    b. ICPS
    c. SSA
    d. MDM
    e. CARA
    f. UNICEF
    g. SCF
    h. ICCW
    i. WFP
2. Write short note on-
    a. ICDS
    b. ICPS
    c. CARA
    d. ICCW
    e. UNICEF

f. SSA

3. List various policies and programmes related to Early Childhood Care and Education in the country.

**B. Long Questions (**Answer each questions in about 300-500 words**)**

1. How Mobile Crèches help working mothers for providing quality day care facilities?
2. Discuss briefly about Integrated Child Development Services Scheme and its implications.
3. How projects helps the needy children under Save the Children Fund (SCF**).**

**********

# UNIT 12: SETTING-UP AND RUNNING THE PRESCHOOL CENTRE

## UNIT STRUCTURE

12.1. Learning Objectives

12.2. Introduction

12.3. Space for the centre

12.4. Organizing indoor space

12.5. Organizing outdoor space

12.6. Equipments and play materials

12.7. Workers in the centre

12.8. Let Us Sum Up

12.9. Further Reading

12.10. Answers to check your progress

12.11. Possible Questions

## 12.1. LEARNING OBJECTIVES

After going through this unit, you will be able to –

- explain the space for the centre in pre-school for children;
- organized indoor and outdoor space area for preschool;
- identify the various equipment and play materials for overall development of children's in pre-school; and
- highlights the different works of pre-school workers in the centre.

## 12.2. INTRODUCTION

The initial eight years of a child's life is recognized as a crucial time for brain development. It shows that in early childhood period, there are certain 'critical periods' for the development of significant cognitive, linguistic, social and psychomotor competencies which are known to contribute towards success later in life. This stage is also important as a foundation for the inculcation of social values and personal habits. Further, they are very curious and enchanted

about the people and the world around them- its colors, shapes, sounds, size and forms etc. All these can be done by ensuring better provisions for quality pre-school for young children.

The Government of India has made many efforts to ensure pre-school education to improve its quality in terms of providing health and care facilities, infrastructure, curriculum, teacher training and enhancing teaching learning process (National Education Policy, 1986; National Curriculum Framework, 2005; National ECCE Policy, 2013). Pre-school is the education imparted to children in 3-6 years of age group. It is the foundation stage of organized /formal education. It is provided in any of the form such as Anganwadis, Nursery school, Pre-schools, Preparatory schools, Kindergartens, Montessori schools and pre-primary sections that are located in government and private schools. The main aim of a pre-school education is to prepare the child for school and providing strong foundations for all round development. Today, most of the parents are working, which means they are always looking for a safe place for their kids to learn good skills and knowledge and be taken care of.

## 12.3. SPACE FOR THE CENTRE

Setting up a pre-school in India requires licensing, yet not always but some states that demand license requirements for setting up a pre-school. There are some particular norms and requirements for setting up a pre-school. Opening up a pre-school in an organized way to ensure there are no complications and it should have an efficient and effective plan. Pre-school is essentially a play and activity based programme for which adequate infrastructure is required. Adequate infrastructure includes not only sufficient space but also appropriate in terms of safety, sanitation, light, ventilation and transportation. Some of the essential as well as desirable physical requirements are given below-

**(i) Location:**

The location for a pre-school should be selected on the basis of the residential area connecting to the region. The location of the pre-school building should be at a site which is easily accessible to the children. The building should be surrounded with a boundary wall or a fence with a gate. The building should be away from heavy traffic, ponds, well, ditches, nallahs, animal shelter, slush, stagnant water and uncovered drains etc. The school should be in a highly desirable location that means-

- It may be located on the ground floor.

- There may be a direct approach to road for easy transport and delivery of supplies.
- Pre-primary school may preferably be in the same premises or should be close to a primary school.
- The school premises have plenty of natural resources which can be used as educative material for the students.

**(ii) Open and spread:**

A growing bud needs a proper space to spread the rays of learning. On an average, every child requires a minimum space of 10 sq.ft. Thus, it is very important for a play-school to have open spaces for children. Small garden for playing and for swings along with nearby parks are some of the things that one should consider before opting for a right playschool location. Minimum space requirement may vary from 1200 to 1500 sq.ft depending on the locality. The green around along with sufficient space to play and for fun activities will attract more children and parents to be playschool.

**(iii) Keep an eye on safety and security:**

An ideal location for the pre-school is a safe neighbourhood, preferably near residential complexes, maintaining safety and space requirement. Additionally, it has to be ensured that the location has some cameras in and around the premises of the playschool with child friendly guards, both male and female.

**(iv) Hygiene is a must:**

A place that is clean and beautiful always attracts more attention. Hygiene is often ranked among the top priority by parents looking for a good playschool for their kids. Dump yards and scattered waste around the premises of the playschool will definitely shoo off the parents from outside itself. Thus, choose a location that is surrounded by greenery and doesn't throw a pungent smell and pollution all around, during the day. No parents would like to enroll their kids in an unclean environment.

**CHECK YOUR PROGRESS**

Q.1. Which stage is known as foundation stage?

---

---

Q.2. In which year Early Childhood Care and Education Policy was implemented?

---

---

---

## 12.4 ORGANIZING INDOOR SPACE

The arrangement of a facility is as critical as its size. Children often select closely defined spaces for play. A room that seems small to an adult but it seems much larger to a small child.

Children should be able to move freely without unduly disturbing others. Activity area should be divided in such a way so that children in one area are not distracted by those in other areas. The environment should be attractive and colorful and provide for the display of children's work and other pictures at their eye level. The use of natural materials will provide tactile and visual experiences for children.

Natural light should be provided and wherever possible, direct visual contact and access to the outdoors. Windows should be low enough to allow children to see outside. Window sill seating can provide an excellent reading or quiet niche. Operable shades or blinds should be provided for all windows.

Heat producing devices like burners, oven should not be installed because they are hazardous. If a small kitchen is needed for playing the child then it should be place in a room that can be isolated from normal classrooms. Good quality carpet should be covered at least half of the floor and low maintenance carpet is suited for some play area.

Furniture should be on the size and age of the child with full of cushioning. Comfortable adult furniture should be placed in a proper place for the teacher to supervise the student's activity. Meal and snack area should be arranged so teacher can sit comfortably with the children.

Classrooms with adjacent toilet are recommended for pre-kindergarten and kindergarten. Toilet rooms should be large enough to accommodation diaper changing facilities and provision for providing separate toilet facilities for boys and girls. Water closets should be standard size, with

step stools as necessary, and sinks and toilet accessories should be mounted at heights that correspond to human dimensions for the ages served.

In addition to all above desired facilities, access to a large multipurpose room is recommended. This space is needed for large group activities like movies, inclement weather exercise, enrichment programmes like music, dance and for support functions such as conference, parents meeting etc.

From the above discussion it can be summarize as

(i) The standard floor area of a preschool classroom should be of minimum 35 (5x7) square meters to accommodate a maximum of 25 students. It should be well ventilated and have proper roofing, windows, doors and flooring with provision of mats where necessary.
(ii) The size of the chairs and tables should be suitable for pre-school children.
(iii) Stackable child friendly furniture's should be used to ensure flexible classroom organization.
(iv) Blackboard should be according to the height of the children.
(v) A carpet should be used for circle time and large collective activities.
(vi) Low open shelves or some big baskets to store the play items and learning materials must be provided.
(vii) There must be electrification facilities with other electrical equipment.

## 12.5. ORGANIZING OUTDOOR SPACE

The delights of the outdoors are among the deepest, most passionate joys of childhood. Very often, adults remember and draw inspiration from magical experiences in natural outdoor settings as their strongest, most powerful memories. The outdoors was for many of us an invaluable place for learning. It provided opportunities for us as children to explore, to discover and to develop an understanding of the nature around us. Along with an instinctive drive to play, young children have particularly deep connections with nature and the outdoors.

Outdoor activities are an integral part of growth and learning for every child. Outside play area extend the regular classroom environment and can enhance instructional practices and student achievement. Outdoor environment helps the students to be active and a barrier free environment and to support learning in a variety of environment. The architect of early childhood facilities will seek to combine indoor and outdoor learning spaces so that they are interdependent and work

physically together to help students meet shared goal. Outdoor areas include playground, a garden, pet, games, quiet reading or similar areas.

Young children's play places should be separated from playgrounds for older kids. Pre-kindergarten play areas should be placed next to pre-kindergarten classrooms, and play areas for kindergarten through second grade should be close to those classrooms. The minimum height for fences required by child day care facilities is 48 inches, and they must have a gate that stay closed securely while occupied and top that is free of protrusions. Apart from outdoor play areas, mechanical equipments such as air conditioners should be recommended.

Young children's play places should have some shade. A variety of ground surfaces including grass, plants, sand and concrete areas for wheeled toys should be offered. Playground equipment and other obstructions should not be presented in large. Open spaces used for jogging and organized games. All of the play spaces should be subject to line-of- sight supervision. Water fountains and restrooms should be conveniently located.

Outside of the regular traffic patterns and group play spaces, a range of securely anchored, developmentally appropriate play equipment should be offered. To prevent major injuries from falling, height restrictions and a robust surface beneath equipments should be used. It is crucial to provide areas for sand and water play as well as seating areas for kids. It is desirable to engage in ancillary activities areas like gardening. Toys and outdoor gear should have convenient storage space. The essential criteria for indoor space are given below-

(i) The standard floor area of a preschool classroom should be minimum 35 square meters to accommodate a maximum of 25 children. It should be well ventilated and well lit. It should have proper roofing, windows, doors and flooring with provision of mats wherever necessary.

(ii) The size of chairs and tables should be suitable for preschool children.

(iii) Stackable child-friendly furniture that can be easily moved according to the play activities should be used to ensure flexible classroom organization.

(iv) There should be provision for a blackboard according to the height of the children.

(v) A carpet should be provided for circle time and large group activities.

(vi) Low open shelves or open big baskets to store the play and learning materials must be provided. These may be labeled with pictures and print to enhance print awareness in young children.

(vii) There must be a provision of electricity for light fittings, fans and other electrical equipment.

(viii) There should be regular provision and supply of stationery, such as crayons, variety of papers, sketch pens, colored chalks etc.

**CHECK YOUR PROGRESS**

Q.3. Write three desirable qualities for establishing indoor space in a pre-school.

---

---

---

Q.4. Write three desirable physical infrastructures for running a preschool programme.

---

---

---

## 12.6. EQUIPMENTS AND PLAY MATERIALS

In developmentally appropriate Early Childhood Education programmes, the presence of play and learning materials have very important role. Young children learn to play and by interacting with their immediate environment. Preschool can make their environment stimulating by providing a range of developmentally appropriate play and learning materials to encourage inquisitiveness, imagination and promote a sound foundation for learning. Availability and accessibility to variety of materials can support the child's holistic development which includes physical and motor skills, cognitive skills, language and communication skills, socio-emotional development and creativity. Some of the play materials and equipments are given below-

1. **Book area:**

This area should have a variety of age appropriate children's magazines, information books, picture books, story books, large books, local folk-tales, thematic books, comics, slates and chalks etc.

2. **Doll's area and dramatic play area:**

The materials to be kept here can be various kinds of dolls, doll-sized cooking utensils (pots, dishes, spoons, etc) pretend food, dress-up clothes, combs, mirrors, walking sticks, old spectacles, non-functional telephones or cameras, a briefcase and a lunch box etc.

3. **Discovery area:**

It should be equipped with materials like magnifying glasses, shells, plants, seeds, magnets, iron objects, weighing scales and weights, measuring tapes or any other locally available materials.

4. **Block building area:**

This area should have variety of blocks of different colours, shapes and sizes, such as hollow blocks, interlocking blocks, foam blocks and wooden blocks etc.

5. **Manipulative play corner/Construction:**

This area should have manipulative materials, such as, puzzles, matching cards, lacing cards, seeds, seriated shapes, insert boards, small toys such as cars, trucks, animals, toy figures, number rods, abacus, and other objects from the environment such as leaves, stones, pebbles, twigs, flowers etc.

6. **Art and craft area:**

The materials in this area should have different types of papers, crayons, pencils, washable markers, slates, colored chalks, paints, brushes, tape, play clay, ice-cream sticks and other locally available materials.

7. **Music and movement area:**

The music area may be equipped with daphli, bells, bowls, flutes, tambourines, and utensils of different types, local musical instruments, music system and a variety of DVDs of songs, poems and rhymes.

8. **Library area:**

There should be a library in each preschool having appropriate resource materials and educational audio-visual aids for teachers and children.

**CHECK YOUR PROGRESS**

Q.5. What kinds of materials are used to develop the constructive ability of children?

---

---

---

Q.6 What are the materials used in a play school for overall development of their child?

---

---

---

## 12.7 WORKERS IN THE ECE CENTRE

A pre-school should have committed staff members who can work together to create a welcoming and happy learning environment for young learners. Children have opportunities for comprehensive development both inside and outside of the classroom thanks to the preschool team, particularly the teachers.

For the pre-school programme to run smoothly, administrators and assistance are just as crucial as the teachers. They ought to be carefully chosen based on their training, credentials and commitment to the preschool curriculum. The level of training each employee has their contribution to children's learning and the smooth operation of the preschool centre, the optimal

teacher-to-child ratio, their pay scale, the hiring process, the quality of their services and their ongoing professional development.

Pre-school education is very important for overall development of children between the age group of 3-6 years and this stage is the foundation stage of every human. A child at this stage particularly needs a mother cum teacher in pre-school who is well qualified along with good training to have a passion for teaching such a small child. The preschool teacher is therefore, required to plan age appropriate high quality education programme, child friendly materials, suitable good classroom environment, holistic play activities with material and guide them learning through meaning interactions and scaffolding. Accordingly, she should plan appropriate and experiences for them that are contextually relevant and would contribute to their optimal development.

So, it can be said that a pre-school teacher has suitable academic qualification are professionally trained, periodically mentored and supported and incentivized with a salary and have a suitable career trajectory.

In-service training and other professional development opportunities need to be designed and provided for the pre-school teachers. For continuous development every teacher should expand their skills and knowledge in every time and everywhere. For untrained teachers and workers, opportunities may be provided for upgrading the qualifications of existing staff by providing vertical skill development programme under National Skills Qualifications Framework (NSQF) with a provision for Recognition for Prior Learning (RPL).

For a pre-school, as per government norms, one principal/headmaster, one teacher, one helper for 20-25 children and a support staff for cooking, office accounts and a security guard. The classroom duties of preschool workers are given below-

- Teachers of the preschool should maintain a safe, comfortable and emotionally supportive environment by using positive and encouraging words.
- Construct age appropriate teaching learning materials for all children.
- Observe and interact with children in activity area with love, nurturance and empathy.
- Staff of the preschool should escort and play with children during outdoor play and ensure their safety.
- Maintain cleanliness, hygiene and preparation of room for rest time, music and movement. Teachers are always aware about repair and remove any play material that poses a threat to children.

## 12.8. LET US SUM UP

Well-designed play areas offer children a great number of opportunities to practice skills which affect their physical, intellectual, social and emotional development. When children at play are surrounded by natural elements such as grass, plants, bushes, tree, rocks, sand and water; it creates an environment where formal learning meets the natural world and child can learn about nature while at the same time playing and making discoveries. Having fundamental knowledge regarding how children play, interact and socialize with others provides professionals and opportunity to design play areas which are not only child centered but also developmentally appropriate for children's needs. The unit can be summarize as-

- Pre-school education is preparing the child for school and providing strong foundations for all round development. Some of the essential physical requirements include a location that is open and spacious, and can ensure security and hygiene for the children.
- A good pre-school environment supports children through activities and by providing a space where there are well supplied resources in dramatic play, construction, quiet, creative and small group activity areas.
- Outdoor environment means an environment where work activities are conducted outside. Outdoor experiences can provide an opportunity to explore, discover and appreciate the natural world, as well as be active, strengthen fine and gross motor movement skills, test physical limits and get messy.
- A playground provides the environment needed for children to engage in elements that develop key cognitive, social and physical skills. Playground plays an essential role in fostering play and collaboration. Different types of play materials include information books, picture books, story books, doll size furniture, doll size cooking utensils, different types of blocks, different colours, shapes, sizes, crayons, pencils, washable markers, play dough etc.
- The duties of a child care workers include caring for children's physical and emotional needs as well as supporting their education and teaching them new skills. Preschool teachers have played an important role providing their students a strong academic foundation.

## 12.9 FURTHER READING


1. *National Policy on Education*. MHRD (1986), GoI. New Delhi.
2. *Programme of Action*. (1992), GoI Department of Education. New Delhi.

3. *'The Right of Children to Free and Compulsory Education (RTE) Act, 2009'*. Gazette of India, GoI. New Delhi (2010).
4. *Status Report. CABE committee on 'Extension of the Right of Children to Free and Compulsory Education Act, 2009 to Preschool Education and Secondary Education.'* (2013) Central Advisory Board of Education. GoI. New Delhi.
5. *National Early Childhood Care and Education* (ECCE) Policy (2013). GoI. New Delhi.
6. *National ECCE Curriculum Framework* (2013). New Delhi.
7. *Quality Standards for ECCE* (2013) GoI. New Delhi.
8. *Minimum Specifications for Preschool*, NCERT (1996) New Delhi.
9. *National Curriculum Framework* (2005). New Delhi.
10. *National Focus Group Report (2006)*, Position Paper on ECE (3.6). New Delhi.
11. *NCPCR Regulatory Guidelines for Private Play Schools* (2016).Education Division
12. *National Commission for Protection of Child Rights (2009)*. New Delhi. NCTE.
13. *National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teachers*. New Delhi.

## 12.10. ANSWERS TO CHECK YOUR PROGRESS

**ANSWER TO QUESTION NO 1:** Preschool education is known as the foundation stage.

**ANSWER TO QUESTION NO 2:** Early Childhood Care and Education Policy was implemented in 2013.

**ANSWER TO QUESTION NO 3:** Three desirable qualities for establishing indoor space for a preschool are-

(i) The size of the chairs and tables should be suitable for pre-school children.
(ii) Stackable child friendly furniture's should be used to ensure flexible classroom organization.
(iii) Blackboard should be according to the height of the children.

**ANSWER TO QUESTION NO 4:** Three desirable physical infrastructure for running a preschool programme are-indoor space, outdoor space, toilet facilities, transport facilities, facilities for information and communication technology etc.

**ANSWER TO QUESTION NO 5:** To develop the constructive ability among the students of preschool are providing puzzles, matching cards, lacing cards, seeds, seriated shapes, insert

boards, small toys such as cars, trucks, animals, toy figures, number rods, abacus, and other objects from the environment such as leaves, stones, pebbles, twigs, flowers etc.

**ANSWER TO QUESTION NO 6:** There are lots of materials used in a play school for overall development of the child like information books, picture books, story books, doll size furniture, doll size cooking utensils, different types of blocks, different colours, shapes, sizes, crayons, pencils, washable markers, play dough etc.

## 12.11. POSSIBLE QUESTIONS

**A. Short Questions (**Answer each questions in about 150 words**)**

1. Write short note about the indoor and outdoor space area.
2. What are the equipment and play materials needed for establishing a preschool?
3. What are the classroom duties of preschool workers?

**B. Long Questions (**Answer each questions in about 300-500 words**)**

1. Discuss the space needed for establishing a preschool.
2. In-service training is essential for a preschool teacher- justify the statement.

**********

# UNIT 13: INVOLVING THE FAMILY AND THE COMMUNITY

## UNIT STRUCTURE

13.1 Learning Objectives

13.2 Introduction

13.3 The Need and Importance of Parents and Community Involvement

13.4 Strategies for Reaching out to Parents

13.5 Community Participation

13.6 Establishing Rapport with Other Adults in the Centre

13.7 Let Us Sum Up

13.8 Further Reading

13.9 Answers to Check Your Progress

13.10 Possible Questions

## 14.1 LEARNING OBJECTIVES:

After going through this unit, you will be able to:

- explain the need and importance of parents and community involvement
- illustrate the various strategies for reaching out to parents
- identify the ways of community participation
- explain the ways to establish rapport with other adults in the center

## 13.2 INTRODUCTION

We all know that the educational system does not function in isolation. To function well in any educational system, all stakeholders in education, including teachers, parents, and the community, must work together. Furthermore, we cannot reject the influence of parents on the positive development of children. Every stage of a child's life is influenced by their parents' behaviour, attitude, and interaction style. Children, especially in their early years of life, are fully reliant on their parents and caregivers for their basic requirements. They exhibit instinctive

behaviour. They gradually learn to socialise by copying their parents' habits and interacting with other members of the society. As a result, the family, as a key social group, must create a positive environment for a child's overall development. Therefore, we can say that parents and the community play an important part in the development of a child. As a result, involving these two stakeholders in early childhood education is essential for effective teaching, learning, and behaviour modification of children. Because teacher's efforts alone will not contribute to a child's positive growth. It must be a shared responsibility of teachers, parents, and community.

## 13.3 THE NEED AND IMPORTANCE OF PARENTS AND COMMUNITY INVOLVEMENT

The primary source of influence in a child's life is his or her parents. Children imitate everything they say and do. As a result, parents must become mindful of their own behaviour and interaction style. Another major aspect that influences children is their community. Both community members and parents must be conscious of their impact on children's development.

The National Early Childhood Care and Education Policy 2013 acknowledges that young children are best cared for in their home setting, and thus developing family capabilities to care for and safeguard the child should be prioritized. But there is a lack of awareness among parents about child development and work of early childhood education centres. Parents have different expectation form preschool education centres. Parents from low-income families do not believe that Early Childhood Education (ECE) is vital for children aged three to six years, for whom it is primarily intended. The majority of parents who send their children to ECCE facilities or preschools have quite diverse perspectives on the purpose and effects of ECE. For example, parents whose children attend an Anganwadi believe it is a location where they can acquire supplemental nutrition. Again, some parents send their children to the Anganwadi School for reading, writing, and arithmetic. Such parents also put pressure on the preschool teachers to undertake more formal instruction that incorporates rote memorization. The purpose and goal of a good quality preschool is not to teach formal learning for reading, writing, and math work, but to help young children learn informally through developmentally appropriate practices/activities. When parents don't know the aims and goals of preschool education then conflict arises between preschool education and parents and parents lose faith in this centre.

Moreover, parental and community involvement is very necessary for quality early childhood education. Because Parent involvement helps extend teaching outside the classroom, creates a

more positive experience for children and helps children perform better when they are in school. By taking an active role in the early childhood education process, parents can help ensure that their child has all the support they need to develop to their full potential. It is essential for parents to support the learning that happens in preschool settings at home as well. Parents who are in tune with what is happening in their child's preschool classroom or child care facility are better able to establish a connection between what is learned at school and what takes place in the home. This connection is a key component of a child's development and supporting further learning. Not only does family or parental involvement help extend teaching outside the classroom; it creates a more positive experience for children and helps children perform better when they are in school.

Again, pre-school teachers or teachers of early childhood education centres need to continuously inform the parents about their child growth and development. If they find any deformity in the developmental process of any child, they should contact parents to take necessary precaution as well as to make them aware about any medical help. Thus, it necessary to involved parents in the preschool education.

Bronfenbrenner's ecological systems theory views child development as a complex system of relationships affected by multiple levels of the surrounding environment, from immediate family and school settings to broad cultural values, laws, and customs. Moreover, community connections can give children a sense of belonging and help them develop social and other communication skills.

**CHECK YOUR PROGRESS**

**Q 1:** Do you think parents and community involvement is really necessary to improve the overall quality of early childhood education? If yes explain.

---
---
---
---

## 13.4 STRATEGIES FOR REACHING OUT TO PARENTS

As previously noted, parental involvement in early childhood education is critical. The participation of parents in education has an impact on the quality of early childhood education. However, due to most parents' busy lifestyles, it may appear difficult to involve them in the process. However, early childhood education centers should make an effort to incorporate parents in their activities. The methods listed below can be used to engage parents.

1. **Establishing communications:** A variety of communication methods and channels can be used to establish communications with parents such as newsletters, websites, e-mails, assemblies, parent/teacher interviews, and PTMs etc. To involve parents in early childhood education, it is vital to maintain a steady flow of communication with the pre-school centre. Use bulletin and notice board specifically meant for the parents to share notice for the meetings, nutrition menu, and other relevant issues.

**Activity 13-1**

- Visit a pre-school centre and see what type of mode communications they used to engage parents with the centre. Prepare a list of them.

**2. Organizing a number of special events:** Pre-school teachers can plan activities such as picnics, class outings, and fairs that feature educational books and toys. They can solicit parental input in this regard, which will encourage parents to become more involved in development and planning. Preschool teachers or administration should consider the views of parents regarding when these activities should take place during the day or evening. It will foster a sense of belonging and responsibility among parents, which will increase parental participation. Specific activities, such as a volunteer parent coming to narrate a story/rhyme, might be used to engage children.

**3. Using Parent Teacher Meeting (PTM):** Parent-teacher meetings can be held to discuss children's development and progress. This is likely the most successful method of including parents in their child's learning process. If possible, pre-school teachers should schedule parent meetings once a month to inform parents about their children's overall growth.

**4. Arrange Social Gatherings**

In addition to formal parent meetings, you should ask parents to meet with other parents and their children. Allow every parent the opportunity to expose them to others and build a parent community.

**5. Recognize and Reward Active Parents**

Active parents should be recognised in addition to their children for their excellent achievement. Preschool teachers should find out the most active parents and give them some presents to motivate other parents. It will motivate the parents to actively take part in their child's early education.

**6. Establish a separate room for parents:**

Treating parents well in schools is critical to maintaining their motivation to attend. Every time they visit the school, they should be given proper treatment from the school. Creating a separate area or room for them to interact with other parents or do something else will surely help to involved parents in pre-school education.

**7. Send Reports to Parents:**

Generally, most of the parents are always curious to know how their children are doing in school. Therefore, pre-school teachers need to send some sort of report to present the overall activity of the children in the last week or month to engage parents.

**8. Ask for Parent Feedback**

Pre-school teachers can send the progress report of the children to their parents and ask their parents to send their feedback on how to improve the learning and development process. If possible, they should try to implement their suggestions and should let everyone know whose idea it is. It will encourage them to be more involved in the process.

**9. Arrange Parenting Classes:**

Parenting is responsibility which is ignored by most people. There has been a lot of scientific study about how parenting should be done. All parents may not be aware of the right parenting techniques. Therefore, pre-school centres can organize a workshop on parenting every month and invite parents to join the workshop for the betterment of their kids. They can invite parenting experts to talk with parents about different aspects of positive and negative parenting.

**10. Create Photo Galleries:**

Pre-school teachers can create a photo gallery with the picture of every child with their parents. Creating a hall of fame is also a good idea to keep the parents motivated.

**11. Host Dinner:**

Food can always improve the environment. Organizing informal dinners with parents and children is a great way to establish good relationship between parents and early childhood education centre. It might be an excellent technique to teach children proper meal manners. Allow the children to serve the food and invite parents to contribute some funny stories to complete up the evening.

**12. Appoint a Dedicated Staff for Parents:**

Whenever parents come to the school, a well-trained staff should welcome them and try to provide all the information they need. Make accessing the school easier for parents so that they feel free to come to the school.

**13. Invite Parents to the Classroom:**

Bringing parents to the classroom to see how their children are being taught can increase their trust in the schooling process. Whenever parents come to the school, let them take a sneak peek of the classroom without hampering the flow.

**14. Planning Home Visits:** if required, as it will help the teachers, get acquainted with the families of the children. The teacher can learn about the family's culture and special talents, etc.

**15. Provide learning activities for the home:**

Teachers create learning activities for the children to do at home to encourage and support families' efforts to create a learning environment beyond the program. Preschool teacher can provide some works for the children to take home and work on with their parents.

**16. Involve parents on field visits/excursions:**

Field trips are a great way to establish community relationships as well as engaging parents to the preschool. It provides opportunity to the teacher to meet parents in an informal setting. Participating in these events helps the parents to meet and interact with other parents who are similarly concerned about their children's education. Collaborating with them can result in the building of new friendships and the development of a sense of belonging and support within the community. It's an opportunity to share stories, experiences, and even knowledge, which can help everyone comprehend diverse cultures and backgrounds better.

**CHECK YOUR PROGRESS**

**Q2:** Mention five ways for involving parents to the early childhood education centre.

---

---

**Q3:** Is it a good idea to include parents in field trips with preschool children? Explain your points of view.

---

---

---

## 13.5 COMMUNITY PARTICIPATION

Along with the participation of parents, participation of community has too an impact on the quality of early childhood education. It can be discussed as below-

**1. Host a community event:**

Preschool teachers can arrange community events such as children's fair, exhibition, sports meet etc. and welcome the community to come to the learning space with their preschoolers. Hosting

a neighborhood party or community event is a great way to meet people. In the community event teachers can display students' artwork and projects, a few open classrooms, student music and drama performances etc.

**2. Visit community locations:**

Preschool teachers can take the children to the world around them. Field trips to the fire station, police station, and post office can help young children feel connected to the community while also allowing the community to interact with the children. It will help to establish meaningful relationship with the community.

**3. Host a special-friends day:**

Schedule a day when children can invite grandparents and other special friends who may not normally visit to come to school or center for lunch and a tour. These multi generational events are always a hit with young children who love to show off their learning spaces, and with adults who may not have spent much time in the early childhood realm. You can serve snacks and provide an easy craft for the children to work on with the visiting adults.

**4. Encourage children to share about their own homes and families:**

One of the best ways to deepen community connections is to learn more about the neighborhood. By incorporating a "special day" component into the school routine, teacher can assist pre-schoolers learn to appreciate the other families around them. Teacher can allot each child a day to talk about their family and their neighborhood. To enhance sharing, some teachers can ask students to create a poster of family pictures.

**5. Facilities for community use:**

Pre-schools also need to provide their resources and facilities for community use. Pre-school facilities such as library, other buildings can be providing for adult learning, community meetings etc. It will also help to engage community members in the preschool, making them feel like it is their own resource. This will instill a sense of responsibility for the preschools' maintaining and welfare.

**6. Invite local professionals:**

Pre-schools can bring in local professionals and expose them to the youngchildren.
They can invite local police, teachers, doctors, nurses, pilots, farmers, and others to the school to explain their professions and how they contribute to society.

**7. Collaboration between the Children's Service and the Community:**

Pre-school can employ outside resources, people, and experiences to help with curriculum decisions and engage the local community in service. Some children programmes have the scope of actively engaging local community members, such as a neighbourhood veterinarian, to teach young children about various animals and the care they require, including appropriate pet ownership. They can hire a carpenter to help with specialized chores such as creating wooden toys or other necessities. They can invite a local person with gardening abilities and interests to work with children and provide assistance to maintain gardens and vegetable patches. They can also appoint representatives from a local sports club to share skills and experience or to promote a new game.

**8. Involve Community in planning, implementing, and monitoring:**

Involving the community in the preschool planning, monitoring of the preschool programme is a great way of effective community involvement. The following members from the community may help in eliciting community participation: Panchayati raj members, sarpanch, religious & local leaders, mahila mandal, youth club members, self -help groups.

**CHECK YOUR PROGRESS**

**Q4:** Mention five ways for involving community with the early childhood education centre.

---

---

---

## 13.6 ESTABLISHING RAPPORT WITH OTHER ADULTS IN THE CENTRE

Apart from teacher in a pre-school or any early childhood education centre have other staff also. The essential staffs of a preschool are administrator (principal/ headmaster of the primary school), teacher, helper and other support staff etc. (NCERT guideline for preschool 2020). But generally, in Anganwadi centers there have one anganwadi worker (teacher) and one helper who assist the anganwadi worker.

For acquiring the necessary social and communication skills it is important for that preschool children communicate with the staff and build a good relationship with them to establish a good rapport with the staff the following methods can be applied -

1. Help the children to comprehend how people in a social institution communicate with and support one another. Pre-school teachers can take this chance to talk with the children about what everyone is doing and how they may help one other. Teachers can show the children how stuffs of a preschool work and explain how these people help to run the school. It will teach the students the value of each employee at school, and they will gradually learn to respect them.

2. Role Play: Teachers might organise activities such as playing house (role-playing) or playing games (taking turns) to assist students to develop social skills such as taking turns and getting along with others. Role playing activities such as playing the role of cooks, chowkider, peon or gardener of the school will help the children learn their relationship to their community. As they work with others, they will improve their social abilities. Learn to empathize with others, as playing a character teaches them empathy and understanding of different perspectives.

3. Encourage children to talk: Preschool teachers must encourage all pupils to interact with one another as well as with the preschool staff. They should teach people how to greet one other, such as saying good morning, nomoskar, and so on. It will help students improve their interpersonal skills.

4. Teach children to respect elders through stories, drama & poems: Another way is reading aloud stories, poems and performing dramas which clearly depicted how to treat elders with respect.

5. When there is a celebration or any event at school, involve all of the school's personnel and allow them space to perform alongside the teachers and students. It will help students to accept themselves as their copartner and making it easier for them to establish a good rapport.

**CHECK YOUR PROGRESS**

Q5: Explain different ways to establish rapport of preschool children with adults of the centre.

---

---

---

## 13.7 LET US SUM UP

After going through this unit, it can be summarized as-

- Parents are the primary source of influence in young child's life.
- The National Early Childhood Care and Education Policy 2013 acknowledge that young children are best cared for in their home setting.
- The majority of parents are unaware of the goals and objectives of preschool education. They had different expectations for their children when they sent them to preschool. These parents also put pressure on preschool teachers to provide more formal training that includes rote memorising. A good quality preschool's purpose and goal is not to teach formal learning for reading, writing, and math tasks, but to assist young children in learning informally through developmentally appropriate practices/activities. When parents are unaware of the aims and objectives of preschool education, a conflict develops between preschool education and parents, and parents lose faith in this centre.
- Parental involvement help extend teaching outside the classroom; it creates a more positive experience for children and helps children perform better when they are in school.
- Some of the methods that preschool can adopts to reaching out to parents are: establishing communications with parents, organizing a number of special events, using Parent Teacher Meeting (PTM, arrange social gatherings, recognising and providing reward to active parents, establishing a separate room for parents, sending reports to parents, asking for parents feedback ,arranging parenting classes or awareness campaign on parenting, creating photo galleries, appointing a dedicated staff for parents, hosting dinner, inviting parents to the classroom, planning home visits, providing learning activities for the home, involving parents on field visits/excursions etc.
- Some ways early childhood educators can connect with their communities include: by hosting community event events such as Balmela, exhibitions, sports meet, etc. and welcoming the community to come to the learning space with their preschoolers, collaborating between the children's service and the community, hosting a special-friends day so that children can invite grandparents and other special friends who may not normally visit to come to the school or center for lunch and a tour, inviting local professionals to the school, providing facilities for community use, encouraging children

to share about their own homes and families and taking out the children for visiting community locations.

- Ways of establishing rapport with other adults in the center:
    - Helping the children to comprehend how people in a social institution communicate with and support one another and showing the children how stuffs of a preschool work and explain how these people help to run the school.
    - Role playing activities such as playing the role of cooks, chowkider, peon or gardener of the school will help the children learn their relationship to their community.
    - Preschool teachers should teach people how to greet one other, such as saying good morning, nomoskar, and so on. It will help students improve their interpersonal skills.
    - Another way is reading aloud stories, poems and performing dramas which clearly depicted how to treat elders with respect.
    - Involving all of the school's personnel in any event organizes by the school and allowing them space to perform alongside the teachers and students.

## 13.8 FURTHER READING


1. Singh, A., Yadav, P., Sangai, S., Soni, R., Bharati, & Kaushal, S. *Early childhood care and education.* New Delhi: Press to Print Production.
2. Sengupta, M. (2009). *Early Childhood Care and Education*, India: Prentice Hall India Learning Private Limited.


## 13.9 ANSWERS TO CHECK YOUR PROGRESS

**ANSWER TO Q.NO 1:** Parents and community involvement is very necessary for the improvement of the overall quality of early childhood education. Parents are the primary source of influence in young child's life. But most parents are unaware about their influence on child's life. Therefore to make the parents aware about their roles and duties towards their child and well as child development it is very necessary to involve parents to the early child hood education. Again parents are also not aware about the aims and objective of early childhood education centres. The majority of parents who send their children to ECCE facilities or preschools have quite diverse perspectives on the purpose and effects of ECE. For example, parents whose children attend an Anganwadi believe it is a location where they can acquire supplemental

nutrition. Again, some parents send their children to the Anganwadi School for reading, writing, and arithmetic. Such parents also put pressure on the preschool teachers to undertake more formal instruction that incorporates rote memorization. The purpose and goal of a good quality preschool is not to teach formal learning for reading, writing, and math work, but to help young children learn informally through developmentally appropriate practices/activities. When parents don't know the aims and goals of preschool education then conflict arises between preschool education and parents and parents lose faith in this centre.

Moreover, parental and community involvement is very necessary for effective early childhood education. Because Parent involvement helps extend teaching outside the classroom, creates a more positive experience for children and helps children perform better when they are in school.

**ANSWER TO Q.NO 2:** The following are five methods for involving parents in the early childhood education centre- by organizing a number of special events, arranging social gatherings, recognizing and rewarding active parents, establishing a separate room for parents and providing parenting classes

**ANSWER TO Q.NO 3:** Including parents in field trips with preschool children is a good idea to establish communication as well as engaging parents to the preschool. It provides opportunity to the teacher to meet parents in an informal setting. Participating in these events helps the parents to meet and interact with other parents who are similarly concerned about their children's education. Collaborating with them can result in the building of new friendships and the development of a sense of belonging and support within the community. It's an opportunity to share stories, experiences, and even knowledge, which can help everyone comprehend diverse cultures and backgrounds better.

**ANSWER TO Q.NO 4:** The following are five methods for involving community with the early childhood education centre -

i) Arranging community events such as Balmela, exhibition, sports meet etc.

ii) Visiting community locations such as fire station, police station, and post office can help young children feel connected to the community while also allowing the community to interact with the children.

iii) One of the best ways to deepen community connections is to learn more about the neighborhood. By incorporating a "special day" component into the school routine, teacher can assist preschoolers learn to appreciate the other families around them.

iv) Preschool facilities such as library, other buildings can be providing for adult learning, community meetings etc. It will also help to engage community members in the preschool, making them feel like it is their own resource

v) Preschools can bring local professionals and expose them to the young children. They can invite local police, teachers, doctors, nurse, pilots, farmers and others to the school to explain their professions and how they contribute to the society.

**ANSWER TO Q.NO 5:** Some of the ways to establish rapport of preschool children with adults of the centre are-

a. Teachers can show the children how stuffs of a preschool work and explain how these people help to run the school. It will teach the students the value of each employee at school, and they will gradually learn to respect them.
b. Role playing activities such as playing the role of cooks, chowkider, peon or gardener of the school will help the children learn their relationship to their community. As they work with others, they will improve their social abilities. Learn to empathize with others, as playing a character teaches them empathy and understanding of different perspectives.
c. Encouraging children to talk.They should teach people how to greet one other, such as saying good morning, nomoskar, and so on. It will help students improve their interpersonal skills.
d. Another way is reading aloud stories, poems and performing dramas which clearly depicted how to treat elders with respect.
e. Involving all of the school's personnel in any event organizes by the school and allowing them space to perform alongside the teachers and students.

## 13.10 POSSIBLE QUESTIONS

### A. Short Questions (Answer each question in about 75 words)

**Q1:** Write about the need and importance of involving parent and community to the early childhood education.

### B. Long Questions (Write in about 300 words)

**Q1:** Discuss the ways to involve community to the preschool education.

## C. Essay-type Questions (Write in about 500 words).

**Q1:** What should preschool educators do to establish rapport of the younger child with other adults of the centre? Explain.

**Q2**: Explain any four methods of involving parents to the preschool education centre.

**********

# UNIT 14: PROSPECTS AND PROBLEMS IN EARLY CHILDHOOD EDUCATION

## UNIT STRUCTURE

14.1 Learning Objectives

14.2 Introduction

14.3 Prospect of Early Childhood Education

14.4 Problems and Barriers of Early Childhood Education

14.5 Let Us Sum Up

14.6 Further Reading

14.7 Answers to Check Your Progress

14.8 Possible Questions

## 14.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- explain the prospects of early childhood education; and
- discuss about the various problems and barriers of early childhood education.

## 14.2 INTRODUCTION

Early Childhood Education centres assist children by offering a safe and secure atmosphere as well as activities that are required for a child's cognitive, social, and emotional development. A high-quality early childhood education centre is an absolute necessity these days. The two major kinds of Early Childhood Education accessible in India today are government-run Anganwadi Centres and privately managed preschools. Only a small percentage of children have access to other possibilities, such as preschools run by NGOs or religious or other organisations. However, these Early Childhood Education educational facilities are not without issues. These institutes encounter numerous obstacles and problems, which have an impact on the quality of education they provide. Some of the problems or challenges of early childhood education are scarcity of appropriate teaching –learning resources, lack of trained teachers, high pupil teacher ratio, growing number of low-quality private ECE centres, defective curriculum etc.

Keeping in view the prospects of ECE in present time, this Unit highlights the various problems and barriers of early childhood education.

## 14.3 PROSPECT OF EARLY CHILDHOOD EDUCATION

This section will deal with the prospect of Early Childhood Education. The prospect of early childhood education can be discussed as follows-

1. Early childhood education promotes the holistic development of children. Early childhood educators and various developmental psychologists in their theories give importance to the social, mental, emotional, cognitive development of children in early years. Studies also proved that a positive healthy environment is very necessary for the overall development of a child. Preschool or early childhood education provides opportunities to young children to learn through different interesting activities. Thus they build a positive association with learning in the young age and this consequently instills in children a passion to learn that will last throughout their academic lives. Thus by providing a quality Early Childhood Education, we can help the young students to acquire necessary qualities for future life.
2. Early Childhood Education also helps in the cognitive development of young learners. The curriculum of Early Childhood Education is developed considering the pattern of cognitive development of young children which includes identifying letters, forming words, writing letters, and the skills that promote brain development. In preschools, children are exposed to various interestingly designed activities which help to develop problem solving skills, curiosity, reasoning skills etc. among students.
3. Through Early Childhood Education language skills of children can be developed. It provides a huge opportunity to children to communicate with other children of similar age group and thus it sharpen their language skills. Early childhood educators also use different methods such as storytelling for fostering language skills among children. Exposure to rich language through role plays, readaloud sessions and stories helps to enhance the child's vocabulary, thereby promoting language skills.
4. ECE promotes girl education. Many girl child have to stay at home to take care of their siblings, hence they are unable to complete their elementary education. ECE centres help the girl child to continue their education as they are free from sibling care. Thus ECE is an important initiative towards achieving gender equality.

5. ECE helps in developing readiness for primary education. By developing the basic linguistic, cognitive, emotional and social abilities ECE centres helps children to adjust in primary school which decrease the likelihood of drop-out and ensures retention in primary schools.
6. ECE provides assistance and support to parents also regarding child development. It is known that parents, society and teachers play a great role in developing happy and healthy children. Most of the parents are unaware and have little knowledge about raising children. By organising orientation programme, parent-teachers meet, ECE helps parents to become aware about their child's development and to conduct play activities with their children at home.
7. ECE helps in meeting the requirements of modern or changing family structures. Our family structures are continuously changing. Joint families have vanished from our society. Now most of the families consist of the husband, wife and child. Or sometimes single parent and one or two child. Now both parents work as well. Therefore, the grandparents and other family members are not available to look after children. Therefore, there is an urgent need of Early Childhood Education so that parents can work without compromising the care for their children.
8. ECE helps a child to develop social and emotional abilities. Children at young age have no idea about social values and moralities and how to control their emotions in different situations. But interacting with other same age children, imitating and watching others in a structured educational setting with the presence of teacher, ECE centres helps the child to understand the social rules and regulations which in turn helps them to show socially appropriate behavior.
9. Through ECE, students learn how to respect their elders, to be kind and affectionate to those younger than them and how to be friendly with people in their own age group. Thus ECE helps in the development of effective communication abilities among children.
10. ECE supports the development of children from disadvantaged backgrounds. ECE centres carry out different programmes such as feeding, health care, and other educational activities for mental development of children. These activities help children of low socio-economic background in overcoming adversity.
11. ECE helps to create a feeling of trust and security in the children. The activities and environment of ECE centers are designed in such a way that children feel a sense of

security and belongingness. These trusting relationships and belongingness helps a child in developing confidence and self-esteem.

12. ECE contributes to the universalisation of primary education by bringing together non-governmental organisations, government agencies, employees, parents, and the community.

**CHECK YOUR PROGRESS**

**Q 1:** Do you think Early childhood Education is beneficial to young children? If yes give two reasons. (Answer in 50 words)

---

## 14.4 PROBLEMS AND BARRIERS OF EARLY CHILDHOOD EDUCATION

There are many barriers faced by the early childhood educators. As a trainee you must identify those to -

**1. Lack of Resources:** Lack of funding for early childhood education is one of the problems that many teachers face in ECE. Financial constraints can lead to ineffective implementation of early childhood education.

**2. Heightened Safety Concerns:** Safety is one of the main concerns in Early Childhood education. The range of age of the children enrolled in childcare programmes can be anywhere from a few months to six years old. Therefore, there are a constant number of environmental and physical risks. Teachers must therefore be vigilant at all times, which might result in higher levels of stress and exhaustion.

**3. Lack of Communication and Involvement from Parents:** Another problem or barrier of ECE is to establish communication with parents. One of the most critical phases in the process of teaching preschoolers is keeping parents up to date on their child's daily learning and growth. However, with so many other responsibilities, updating the parents of each child is difficult. This aspect of their job necessitates a significant amount of time, energy, and patience.

**4. Unavailability of Trained Teacher:** The staff running an Early-Childhood Care and Education programme is the single most important factor in determining the quality of the programme, and yet it is the most neglected aspect of the educational system. Preparation of ECCE teachers, training, coaching and ongoing support is very crucial and is hardly emphasized. Preschool

teachers must have adequate understanding or training in child development, psychology, and activity-based learning approaches. However, it is being neglected in Early Childhood Education centres, now and what is offered as training for the staff greatly varies in terms of the period of training, technique, and exposure to theory and practice. Private institutions that operate their own courses with no curriculum, duration standards, or duration criteria, thereby producing individuals incapable of developing effective programmes for young children. There is a distinct lack of an induction process as well as continual professional development and ongoing support for teachers.

**5. Inadequate Teaching-Learning Resources:** Many ECE centres lack adequate teaching-learning resources as well as amenities necessary for ECE in their learning environment. These include lack of properly ventilated classrooms, child-friendly furniture as well as clean water, playground, toilets and play material. This means that teachers donot have adequate teaching learning materials to effectively apply the ECE curriculum.

**Activity-14.1**

Visit a local preschool centre and create a checklist of accessible materials as well as resources that are required but not available at the centre.

**6. Higher Teacher Child Ratio:** Teacher-child ratio is an important quality measure. Better teacher-to-child ratios are thought to improve child outcomes by providing possibilities for individual interactions and educational teaching. The teacher-child ratio and group size are crucial factors to consider while planning. The younger the children, the more crucial it is to have enough professionals in the classroom. Staffing patterns will differ depending on the age group of the children, the type of activity, and the participation of children with special needs. Appropriate teacher-child ratios promote bonding between children and teachers. The adult/ caregiver: child ratio of 1:20 for 3-6 year old children and 1:10 for less than 3 year old children should be available at the ECCE Centre. Children should not be unattended at any given point of time.

**7. Lack of Public Awareness and Home Support**: Many people regarded early childhood education centre as a nutrition provider and therefore they do not consider it as a learning centre. As a result they do not send their children to ECE centres.

**8. Supervision of Early Childhood Education Programme**. Lack of supervision or poor supervision is another problem of Early Childhood Education. Adequate importance has not been given on proper monitoring and supervision of Early Childhood Education centres.

**CHECK YOUR PROGRESS**

**Q 2:** Mention any two problems or barriers of Early Childhood Education.

---

---

**Q 3:** Explain why maintaining appropriate teacher child ratio is important for Early Childhood Education centres.

---

---

**9. Growing Number of Low Quality ECE Centers:** There is an increasing number of private low-quality early childhood education centres that lack necessary facilities and trained teachers. Their primary goal is profit making.

**10. Issues Related to Curriculum:** In most ECE centres curriculum for ECE is not appropriate. Our current understanding of foundational learning is misunderstood and restricted to the alphabet and numbers which leads to downward extension of primary schooling, that is developmentally inappropriate and counterproductive for school readiness. Ensuring an engaging program with a balanced, play-based pedagogy is important.

**11. Integrating Children with Special Needs in the Regular Classrooms**: India is a promoter of inclusivity. The National Council of Educational Research and Training coordinates and implements the “Integrated Education” strategy for the disabled children. Children with special needs are integrated into regular classrooms under this method. However, there is a shortage of facilities for differently- abled children in Early Childhood Education centers, such as wheelchairs and ramps.

**12. Low Salary**: An early childhood educator earns a lower salary than professionals working in other jobs. The uneven balance between pay and the amount of workload is just another pressure point for the teachers. They donot have enough support staff to help them with things like discipline issues or behaviour management techniques. These challenges make it difficult for teachers to focus on teaching or taking care of their students.

## 14.5 LET US SUM UP

After going through this unit, it can be summarised as-

- Early childhood education promotes the holistic development of children.
- It also promotes girl education.
- ECE helps in developing readiness for primary education as well as assistance and support to parents regarding child development.
- ECE helps in meeting the requirements of modern or changing family structures.
- ECE helps a child to develop social and emotional abilities as well as it promotes the development of effective communication abilities among children.
- ECE supports the development of children from disadvantage backgrounds and also creates a feeling of trust and security in the children.
- ECE contributes to the universalisation of primary education by bringing together non-governmental organisations, government agencies, employees, parents, and the community.
- The following are the problems or barriers of Early Childhood Education:

    - Lack of resources
    - Heightened safety concerns
    - Lack of communication and involvement from parents
    - Unavailability of trained teacher
    - Inadequate or scarcity of teaching-learning resources
    - Higher teacher-child ratio
    - Lack of public awareness and home support:
    - Lack of supervision of Early Childhood Education programme.
    - Growing number of low quality ECE centers
    - Issues related to curriculum
    - Integrating children with Special Needs in the regular classrooms
    - Low salary of Early Childhood Education Teachers.

## 14.6 FURTHER READINGS


**1.** Sengupta, M. (2009), *Early Childhood Care and Education*, India: Prentice Hall India Learning Private Limited.

2. Sankar, D., & Kaul, V. (2009), *Early childhood care and education in India.* New Delhi: National university of educational planning and administration.

3. Aldrup, K. C. (2022), *Is Empathy the Key to Effective Teaching? A Systematic Review of Its Association with Teacher-Student Interactions and Student Outcomes*. Educational Psychology Rev 34 , 1177–1216.

## 14.7 ANSWERS TO CHECK YOUR PROGRESS

**ANSWER TO Q.NO 1:** Early Childhood Education is beneficial to young children, because early childhood education promotes the holistic development of children and ECE helps in developing readiness for primary education.

**ANSWER TO Q.NO 2:** Inadequate teaching-learning resources, Unavailability of trained teacher are two problems or barriers of early childhood education.

**ANSWER TO Q.NO3:** Maintaining appropriate teacher -child ratio is important for early childhood education centres. Teacher-child ratios are an essential quality indicator. Better teacher-to-child ratios are expected to improve child outcomes by allowing for more individual contacts and educational training. The teacher-child ratio and group size are critical aspects to consider while planning. The younger the children, the more important it is to have adequate professionals in the classroom. Staffing patterns will vary depending on the age group of the children, the type of activity, and the participation of children with special needs. Appropriate teacher-child ratios foster bonding between children and teachers.

## 14.8 POSSIBLE QUESTIONS

### A. Short Questions (Answer each question in about 75 words)

**Q1:** What is Early Childhood Education?

**Q.2:** Mention any two benefits of Early Childhood Education.

### B. Long Questions (Write in about 300 words)

**Q1:** "Early Childhood Education promotes girl education" Justify.

**Q2:** Is there any contribution of Early Childhood education towards primary education of children. If yes explain.

### C. Essay-type Questions (Write in about 500 words).

**Q1:** Explain some problems or barriers of Early Childhood Education.

**********

# REFERENCES


1) Aggarwal J.C (2004), *School Organisation Administration and Management*, DOABA House, Nai Sarak, Delhi
2) Aggarwal, J. C. and Gupta Suman. *"Early Childhood Care and Education".* Shipra Publications, 2009
3) Aggarwal, J.C. (1996). Theory and Principles of Education, Vikash Publishing House, New Delhi.
4) Aggarwal, J.C. and Gupta Suman (2009). Early Childhood Care and Education, Shipra Publications.
5) Ahmed, Pandith. Aqueel & Puju, J.A. (2017), *Early Childhood Care & Education* Dilpreet Publishing House.
6) Aldrup, K. C. (2022), *Is Empathy the Key to Effective Teaching? A Systematic Review of Its Association with Teacher-Student Interactions and Student Outcomes*. Educational Psychology Rev 34 , 1177–1216.
7) Bajpai, Asha (2003) *Child Rights in India: Law, Policy and Practice*, Oxford University Press, New Delhi.
8) Bhatnagar S.S & Gupta P K (2009), *Educational Management*, R.Lall Book Depot
9) Bhuyan, Boby. (2014). Educational Management and Administration, Union Book Publication, Guwahati.
10) Biswas, Suptika, (2020), *Early Childhood Care & Education*, Doaba House.
11) California Department of Social Services, Community Care Licensing Manuals, Online California Code Regulations (2003) Title 22. by Joanna Farrer and A. Rahman Zamani
12) Caring for Our Children(2002) : National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs, American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care, AAP, APHA, MCHB
13) Child Labour' retrieved from http://labour.nic.in/cwl/Child labour.htm
14) Das, Phunu. Goswami, Sadhana. Sharma, Nirupama. (2011). Principles and Theories of Education. Shanti Prakashan, Guwahati.

15) Datta, V. 1994. Developmental Differences among Pre-school Children in Group Care and in Home Care. Project Report. Tata Institute of Social Sciences (TISS), Mumbai.
16) Datta, V. 2001a. A Study of Urban Early Childhood Programmes–A project sponsored by UNICEF. Tata Institute of Social Sciences, Mumbai.
17) Datta, V. 2001b. Job Performance of Anganwadi Workers in Three Districts in Maharashtra–A project sponsored by UNICEF. Tata Institute of Social Sciences (TISS), Mumbai.
18) Datta, V. 2002. Child Development Workers in Maharashtra: A study of three districts. Sponsored by Board of Research Studies, Tata Institute of Social Sciences (TISS), Mumbai.
19) DDreze, Jean and Aparjita Goyal (2003) *'Future of Mid Day Meals'* , Economic and Political Weekly, Vol.38, n0 44, pp.4673-4683.
20) Dogan W. Arthur, Cindy Larson, Amy Gillman and Carl Sussman (2006). Designing Early Childhood Facilities: Local Initiatives Support Corporation/Community Investment Collaborative for Kids retrieved from https://www.lisc.org/media/filer_public/ef/02/ef02cf88-eef9-4091-9f96-aa03f88931cb/2005_cick_guide_vol2_designing.pdf on 02/04/2020
21) Draft Guidelines for quality early years Education (2018) by Department of Elementary education and NCERT.
22) Gautam,Manjulika (2006) *'Child Development in India'*, Yojana, November, pp26-29.
23) Goffin, Stacie G. and Wilson, Catherian S. *"Curriculum Models and Early Childhood Education: Aspiring the Relationship".* Prentice Hall, 2001
24) Government of India 1985. The Child in India: A Statistical Profile. Ministry of Social Welfare, New Delhi.
25) Government of India 1986. National Policy on Education.
26) Government of India 1992. Programme of Action.
27) *Handbook for Angwanwadi workers* (2006): National institute of public co-operation and child development
28) Jensen, Hanne et.al.(2019)Play facilitation: the science behind the art of engaging young children retrieved from https://www.legofoundation.com/media/1681/play-facilitation_the-science-behind-the-art-of-engaging-young-children.pdf on 02/04/2020

29) Kaul, V. (2009). *Early Childhood Education Programmes*: NCERT, New Delhi
30) Khanna, S.D. (2002). History of Indian Education and Its Contemporary Problems, Doaba House, New Delhi.
31) Kochar, S.K. (1995). Methods and Techniques of Teaching, Starling Publications Pvt. Ltd.
32) Koul Venita, Sankar deepa: *Early Childhood Care and Education in India*, NUEPA, New Delhi, 2009
33) L.M Prasad, *Principles and Practice of Management*, Sultan Chand and Son
34) Mahanta, Kalita, Adhikary, Borah (2014), *School Organisation and Educational Management*, Mani Manik Prakash
35) Mathur S.S & Mathur Anju (2010), *School Organisation and Management*, Agarwal Publication, Agra-2
36) *Minimum Specifications for Preschool*, NCERT (1996) New Delhi.
37) Ministry of Women and Child Development (2019). *Integrated child development services scheme.* Retrieved from https://icds-wed.nic.in/icds.aspx
38) Model Child Care Health Policies (2002) Pennsylvania American Academy of Pediatrics, 4th Edition, September
39) Mukherji, Penny and Dryden Louise. *"Foundations of Early Childhood Principles and Practices"*. SAGE publication India Pvt Ltd, 2017
40) *National Commission for Protection of Child Rights (2009)*. New Delhi. NCTE.
41) *National Curriculum Framework* (2005). New Delhi.
42) *National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teachers*. New Delhi.
43) National Early Childhood Care and Education (ECCE) Curriculum Framework, Ministry of Women and Child Development, Govt .of India.
44) *National Early Childhood Care and Education* (ECCE) Policy (2013). GoI. New Delhi.
45) *National ECCE Curriculum Framework* (2013). New Delhi.
46) *National Focus Group Report (2006)*, Position Paper on ECE (3.6). New Delhi.
47) *National Policy on Education*. MHRD (1986), GoI. New Delhi.
48) NCERT, 2006, Early Childhood Education (Position Paper, National Focus Group), New Delhi.

49) *NCPCR Regulatory Guidelines for Private Play Schools* (2016).Education Division
50) NCTE 2006. Norms and Standards for Pre school Teacher Education Programme leading to certificate in Education http:www.ncte-in.org
51) Pattnaik Jyotsna : *Early Childhood Education in India: History, Trends, Issues and Achievement*, Early Childhood Education Journal, 11-16 September 1996
52) Position Paper National Focus Group on Early Childhood Education (2006) NCERT
53) *Programme of Action*. (1992), GoI Department of Education. New Delhi.
54) Protiva Kundu, Jayanti Prakash, Vijayta Mahendru, Jasmeet Kau (2022), C*ost of Universalising Early Childhood Education In India, A Policy Brief* , Published by Save the Children Bal Raksha Bharat, 1st & 2nd Floor, Plot No. 91, Sector - 44 Gurgaon (Haryana) - 122003, India Phone: +91 124 4752000, 475210
55) *Quality Standards for ECCE* (2013) GoI. New Delhi.
56) 'Rajiv Gandhi National crèche Scheme' retrieved from http://cswb.gov.in/index 1 .asp? linkid=234 & langid=1
57) *'The Right of Children to Free and Compulsory Education (RTE) Act, 2009'*. Gazette of India, GoI. New Delhi (2010).
58) Report, National Early Childhood Care and Education (ECCE) Policy, Ministry of Women and Child development, Government of India, published in the Gazette of India, Part-I, section-I, 2013
59) Roopnarine, Jaipaul L. and Johnson, James Ewald, *"Approaches to Early Childhood Education".* Prentice Hall, 2005
60) Sankar, D., & Kaul, V. (2009), *Early childhood care and education in India.* New Delhi: National university of educational planning and administration.
61) Sankar, D., & Kaul, V. (2009). *Early childhood care and education in India.* New Delhi: National university of educational planning and administration.
62) Satpathy. Chinmayee (2012) *"Child welfare policies and Programmes in India"* Yojana Nov.2012, pp23-27.
63) Sengupta, M. (2009). *Early Childhood Care and Education*, India: Prentice Hall India Learning Private Limited.
64) Sengupta, M. (2009). *Early Childhood Care and Education*, India: Prentice Hall India Learning Private Limited.

65) Sengupta, M. (2009). *Early Childhood Care and Education*, India: Prentice Hall India Learning Private Limited.

66) Sharma R N (2007), *Educational Administration, Management and Organisation*, Surjeet publication.

67) Singh, A., Yadav, P., Sangai, S., Soni, R., Bharati, & Kaushal, S. *Early childhood care and education.* New Delhi: Press to Print Production.

68) *Status Report. CABE committee on 'Extension of the Right of Children to Free and Compulsory Education Act, 2009 to Preschool Education and Secondary Education.'* (2013) Central Advisory Board of Education. GoI. New Delhi.

69) Sukla P D (1983), *Administration of Education in India*, Vikash Publishinh, New Delhi

70) UNESCO and SEAMEO. (2016). *Southeast Asian Guidelines for Early Childhood Teacher Development and Management. Bangkok:* UNESCO and SEAMEO .Retrieved from: http://unesdoc.unesco.org/images/0024/002443/244370E. pdf

71) UNESCO, Bangkok Office, Asia and pacific bureau of education (2016), Financing for Early Childhood Care and Education (ECCE)

72) UNESCO, Paris. 2003. Early Childhood Care and Education in E-9 Countries: Status and Outlook. Prepared for the Fifth E-9 Ministerial Meeting.

73) UNICEF Early Childhood Development Section, UNICEF's Programme Guidance for Early Childhood Development (internet document), 2017

74) United Nations. (2015): *Sustainable Development Goal 4.* Retrieved from: https://sustainabledevelopment.un.org/ sdg4

75) Upadhyay, G.C. et al. 2000. Pathyakram Bojh: Purva Prathamic evam Prathamic estar per ek Margdarshi Adhyayan, Primary Shikshak. No. 3(26). NCERT, New Delhi.

76) Upadhyaya, G.C. et al. 1996. Identifying Numeracy and Reading Readiness Levels of Entrants to Class I: A Synthesis Report. NCERT, New Delhi.

77) Vygotsky, L.S. 1985. Play and Its Role in the Mental Development of the Child. In J. Bruner, A. Jolly, and K. Sylva (eds.). Play: Its Role in Development and Evolution. Basic Books, New York. pp 597 – 608

78) Winter, Katie. ; Gyuse, Ruth (2011). Creating Quality School-Age Child Care Space: Local Initiatives Support Corporation/Community Investment Collaborative for Kids

retrieved from https://www.lisc.org/media/filer_public/06/51/0651584f-6cc6-489d-be01-5a510edd20a5/2011_cick_school_age_guide.pdf on 02/04/2020

79) Wiser, Mary (2011). Criteria for selecting play equipment retrieved from http://www.communityplaythings.com/resources/articles/2011/criteria-for-selecting-play-equipment on 2/04/ 2020.

**Other Web-links-**

1. Centre for Budget & Policy Studies (cbps.in)
2. Financing for early childhood care and education (ECCE): investing in the foundation for lifelong learning and sustainable development - UNESCO Digital Library
3. http://cara.nic.in/about_us.htm
4. http://cemca.org/resources/formal-educational-resources/diploma-pre-primary-teachers-education#.Wz4OhNIzYkI
5. http://education.nic.in/ssa/ssa_1.asp#1.0
6. http://pib.nic.in/archieve/flagship/bkg_mdm1.pdf
7. http://unesdoc.unesco.org/images/0024/002443/244370E
8. http://www.csa.org.in/integrated_Child.pdf
9. http://www.ncert.nic.in/new_ncert/ncert/rightside/links/focus_group.html
10. http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/early_childhood_education.pdf
11. http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/special_ed_final1.pdf
12. http://www.samagra.mhrd.gov.in/framework
13. https://study.com/blog/tips-for-managing-a-large-class-size.html
14. https://unicef.in
15. https://wcd.nic.in/sites/default/files/national_ecce_curr_framework_final_03022014%20%282%29.pdf
16. https://www.modernenglishteacher.com/7-tips-for-teaching-large-classes-aoife-mcloughlin/
17. https://www.unicef.org/earlychildhood/index_68195.html
18. NEP2020, Ministry of Human Resource Development, Govt. of India
19. www.nipccd-earchive.wcd.nic.in

----------**********----------