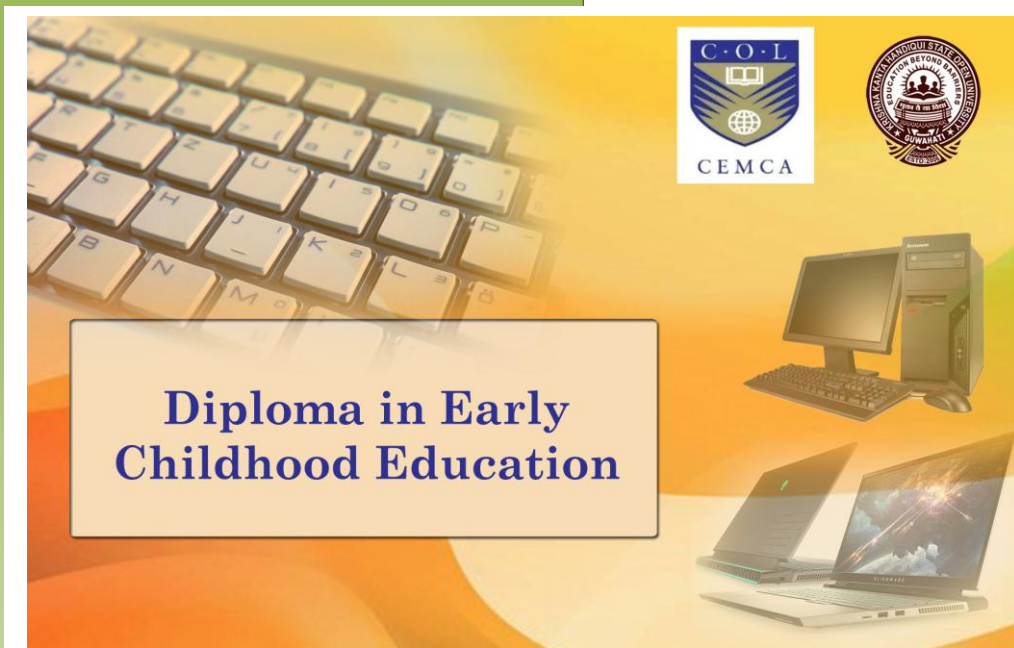


**Course : 06**

**PLANNING,  
ORGANIZATION AND  
MANAGEMENT OF  
EARLY CHILDHOOD  
EDUCATION  
PROGRAMME**



**Year : 2021**



**Commonwealth Educational Media Centre for Asia  
and  
Krishna Kanta Handiqui State Open University**





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# PLANNING, ORGANIZATION AND MANAGEMENT OF EARLY CHILDHOOD EDUCATION PROGRAMME

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**Commonwealth Educational Media Centre for Asia  
and  
Krishna Kanta Handiqui State Open University**



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## Course Introduction

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This is the sixth course of Diploma in Early Childhood Education. There are four modules in this Course. The first module gives a *detail elaboration of planning and organization of early childhood education programme*. The second module reflects on *different policies of ECE programme*. The third module deals with the *management of ECE centers like angwanwadies*. The fourth and last module of this course highlights upon the *maintenance of those ECE centers*.

While going through the modules you will find some Video links and QR Codes given inside the boxes. This will help you to understand the content of the module. In some of the modules there are some boxes which highlight the important points of the very module.

Introductory Video of the DECE Programme	<b>Video link :</b> <a href="https://www.youtube.com/watch?v=1vucY-Glo">https://www.youtube.com/watch?v=1vucY - Glo</a>	<b>Scan with QR Code</b> 
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**Module I :**  
**PLANNING AND ORGANIZATION**

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## **MODULE 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

### **1.1: LEARNING OBJECTIVES:**

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

- prepare 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 teacher for the small children 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 module, 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.

### **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. You have come across these plan in the module 3 of course five (management of Education)

#### ***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. But teacher either rural teacher or urban there are certain basic rules which they should follow -

- 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.

Planning Provision	<p style="text-align: center;"><b>Video link :</b></p> <p style="text-align: center;"><a href="https://youtu.be/R_Zaas0WZUU">https://youtu.be/R_Zaas0WZUU</a></p>	<p style="text-align: center;"><b>Scan with QR Code</b></p> 
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#### **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 the 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 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.

<p>Designing space as learning resource</p>	<p>Video link :  <a href="https://youtu.be/oT9638TLpCo">https://youtu.be/oT9638TLpCo</a></p>	<p>Scan with QR Code</p> 
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### 1.5 USER FRIENDLY EQUIPMENT AND INFRASTRUCTURE (INCLUSIVENESS)

All children must feel welcomed at the ECE centres. The environment of has to be different that of the environment of the learning centres of the adults. The equipments and infrastructures of the centre 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 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 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. .

### **EQUIPMENTS:**

- 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.
- 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 of 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.

Inclusive Infrastructure	<p style="text-align: center;">Video link :</p> <p style="text-align: center;"><a href="https://youtu.be/-lwwXgDFPIQ">https://youtu.be/-lwwXgDFPIQ</a></p>	<p style="text-align: center;">Scan with QR Code</p> 
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## 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 chinks, 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 corners, 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 variety 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. 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.

**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.

Activity Corner	<p style="text-align: center;"><b>Video link :</b></p> <p style="text-align: center;"><a href="https://youtu.be/2hDEVUq_cQo">https://youtu.be/2hDEVUq_cQo</a></p>	<p style="text-align: center;"><b>Scan with QR Code</b></p> 
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## 1.8 LET US SUM UP:

- 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 into 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 than by giving lectures to them. While selecting these materials some points should be kept 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-ee9-4091-9f96-aa03f88931cb/2005\\_cick\\_guide\\_vol2\\_designing.pdf](https://www.lisc.org/media/filer_public/ef/02/ef02cf88-ee9-4091-9f96-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. Wisner, 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](https://www.lisc.org/media/filer_public/06/51/0651584f-6cc6-489d-be01-5a510edd20a5/2011_cick_school_age_guide.pdf) on 02/04/2020

### **OER Reading Links:-**

1. <https://iris.peabody.vanderbilt.edu/module/env/cresource/q1/p02/> (Physical Environment and display of material in ECE)
2. [https://socialsci.libretexts.org/Bookshelves/Early\\_Childhood\\_Education/Book%3A\\_Introduction\\_to\\_Curriculum\\_for\\_Early\\_Childhood\\_Education\\_\(Paris\\_Beeve\\_and\\_Springer\)/05%3A\\_Setting\\_the\\_Stage\\_for\\_Play-Environments/5.07%3A\\_Creating\\_Environments\\_for\\_Infants\\_and\\_Toddlers](https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Book%3A_Introduction_to_Curriculum_for_Early_Childhood_Education_(Paris_Beeve_and_Springer)/05%3A_Setting_the_Stage_for_Play-Environments/5.07%3A_Creating_Environments_for_Infants_and_Toddlers) (Materials and equipment of ECE)



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## **Module II : ECCE POLICY**

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## **MODULE 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 Let Us Sum Up
- 2.8 Further Reading

### **2.1: LEARNING OBJECTIVES**

After going through this module you will be able to-

- describe about the formation of ECCE policy
- explain the concept of quality standards of ECCE policy
- describe about ICD mission
- explain about 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 is become an urgent responsibility of Government of India to provide high quality early childhood education to all the specified group of children with a noble purpose to shape 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 was become 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 on 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 and 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 module we will discuss about different policies of ECEC and its place on various academic exercises.

### **2.3: OVERVIEW OF NATIONAL ECCE POLICY**

The Government of India recognizes 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 the 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 with equity, improvement of quality, capacity building, monitoring and 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 contextualized 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.

National ECCE Policy	<p style="text-align: center;"><b>Video link :</b></p> <p style="text-align: center;"><a href="https://youtu.be/EjCYQKQ6rwE">https://youtu.be/EjCYQKQ6rwE</a></p>	<p style="text-align: center;"><b>Scan with QR Code</b></p> 
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### **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 emphasized 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. 1 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 developmentally appropriate, child centric curriculum transacted in the mother tongue/local vernacular
5. Adequate 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 green area.
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.

ECCE policy 2013 (NNS)	<p style="text-align: center;"><b>Video link :</b></p> <p style="text-align: center;"><a href="https://youtu.be/FEJkp5b_uno">https://youtu.be/FEJkp5b_uno</a></p>	<p style="text-align: center;"><b>Scan with QR Code</b></p> 
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### 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 analyzed in details as below--

#### STANDARD 1: INTERACTION-

##### a) **Teacher- child interaction-**

Teacher greets every child on arrival & departure. Children also greet the teacher on arrival & departure. All children are treated equally and with respect, affection and care.

##### b) **Child- Child interaction**

Child–Child interaction includes meaningful interaction between peers during meal/snack time. Positive communication and mutual respect should be encouraged among all children including children with special needs, from different background etc.

##### c) **Staff-family interaction**

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

##### d) **Intra staff interaction**

All staff members can interact, collaborates and support each other as a team. Staff development activities should be conducted and effective ideas for working with parents can be shared for further accommodation.

## **STANDARD 2: HEALTH, NUTRITION, PERSONAL CARE AND ROUTINE**

### **a) Health (check-up, first aid, immunization, handling illness)**

It includes identification of malnourished children by measuring Children's height and weight, routine health check-ups etc. for proper development of the health care of the child.

### **b) Nutrition**

Caregivers should have adequate knowledge about balanced and healthy diet for children and encourage the same at the centre. Adequate social atmosphere might be visible during meal/snack times.

### **c) Hygiene**

Regular checking of personal grooming of children should be ensured. Food must be stored, prepared and served under hygienic conditions.

### **d) Habit formation**

Teacher/ caregivers inculcate habits in children such as washing hands before and after meals, putting materials back in their place after using them etc.

## **STANDARD 3: PROTECTIVE CARE AND SAFETY**

### **a) Adult supervision**

Children should adequately be supervised at all times and encouraged to express their opinion. Consistent adult supervision is necessary in this regard.

### **b) Socio/Emotional Protection**

Teachers/ caregivers should be sensitised to the children's needs and provide emotional support to them, when needed, particularly those who are facing deprivation.

### **c) Physical safety**

Availability of first aid kit for children should be made compulsory to the centres. Caregiver/ teacher are trained to provide first aid to children, in case of an emergency.

## **STANDARD 4: INFRASTRUCTURE/PHYSICAL ENVIRONMENT**

### **a) Space, building, outdoors(size, ventilation, light, disabled friendly)**

The physical environment of the centre should be well normed with the provision of adequate light and ventilation in the rooms, provision of electricity to provide light and to operate equipments, adequate space available for outdoor play and activities.

### **b) Aesthetics , cleanliness, green area**

The centre must have clean surroundings in and around, Indoor space and well maintained furniture and equipments. It must have designated area for garbage disposal, dustbins, brooms etc.

### **c) Safety and approach**

The ECCE Centre should be located in a safe place. There should be no hazards, such as uncovered drains/ wells, around the ECCE centre.

### **d) Water facility**

Availability of adequate, clean and potable water for all children should be ensured in the centre. Drinking water should be stored in covered vessels which is regularly cleaned and refilled with hygienic handling.

### **e) Toilet facility**

Appropriate toilet provisions for toddlers should be made in the centre. The toilets are clean and child friendly. Availability of water and soap in the toilet should be made strictly.

## **STANDARD 5: ORGANISATION AND MANAGEMENT**

### **a) Programme philosophy and methods**

The programme should align with the vision for children in the National ECCE policy. It will incorporate the principles and guidelines of National ECCE Curriculum Framework to plan curriculum. It should be ensured that no children are left unattended at any point of time.

**b) Documentation and Records**

Documentation/Portfolio of each child's performance and progress should be done and available to families and staff.

**c) Programmed planning**

All areas of development should be offered in an integrated manner. Teacher ensures age appropriateness of the activities. The activities will ensure learning of cooperation and sharing.

**d) Parent involvement**

Parents and children should be provided information on nutritionally balanced diet and health education. Parents will encourage children at home to practice good habits that are modelled and practiced at ECCE centre.

**e) Financial management(fee, salary, fund allocation)**

ECCE centre should maintain a good financial system. It will maintain records of all funds/ contributions and these should be reviewed by the community (social audit).

**f) Staffing(adequacy, professional qualifications, professional development opportunities, reflective practitioners)**

Adequate number of staff should be hired. Staffs have the appropriate education and qualification/ experience.

**STANDARD 6: CHILDREN'S EXPERIENCES & LEARNING OPPORTUNITIES**

**a) Provide opportunities for exploration, experimentation**

Adequate developmentally appropriate toys and learning materials should be available for children to play and gain mastery and success.

**b) Encourage child to make choices and participate in play**

Classroom arrangement & time should be provided by teacher for free play. Teacher provides opportunities for free play & interacts with children during play.

**c) Foster child's language and literacy abilities**

Teacher will use the language understood by children for interaction within the classroom. Opportunities to speak should be provided by teacher. It should be ensured that Language extends children's thinking & expression

**d) Develop problem solving and mathematical abilities**

Teacher will help to make the activities & materials for concepts formation and to develop problem solving skills.

**e) Promote each child's physical abilities**

Teacher will provide materials and conduct activities for fine motor development & ensuring participation of all.

**f) Nurture development and maintenance of relationships**

The teacher will provides opportunities to work and play in groups. Each child should be supported to manage their own behavior and respond appropriately to the behavior of others.

**g) Cultivate enjoyment of and participation in expressive arts**

In early childhood education, teacher must have to give the opportunity to develop creativity. They should be engaged in different creative activities Teacher encourages self expression in arts & craft activities

**STANDARD 7: ASSESSMENT AND OUTCOME MEASURES**

**a) Assessment methods**

Caregivers should be very sensitive to the factors that may be affecting children's progress/ performance. They will observe children's learning and development and keep a record of how progress is made towards the goals.

**b) Assessment reporting**

Teacher must develop progress cards, developmental checklists etc to compile observations of children. They will maintain portfolios of all children.

**c) Facilitating development through assessment**

Teacher will conduct periodic observations of children and uses different tools and processes to make decisions about children and use information to identify children’s strength and weaknesses and plan accordingly.

**d) Staff assessment and development**

The performance of staff members should be evaluated and individual development plans be placed to support performance improvement.

**e) Programme assessment (staff meeting, parent feedback)**

Teachers/ caregivers will share strengths of the children with parents and identify areas of improvement on a regular basis.

**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**


Teachers/Caregivers should have adequate qualification/experience implement the ECCE program effectively. Continuous professional development programme for teachers/caregivers must be conducted.

**b) Monitoring and supportive supervision**

Teacher will involve the families and community members in annual review of programmes and use the results to develop further plan for implementation

**c) Research**

Staff and management will discuss and implement innovative ideas and practices that would impact on learning and development of children.

ECCE policy 2013(QS)	<b>Video link :</b> <a href="https://youtu.be/Tqo_cDu7R9E">https://youtu.be/Tqo_cDu7R9E</a>	<b>Scan with QR Code</b> 
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## **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. Recognizing 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. The importance was given in making AWC's 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 below-

### **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 4 hours 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) Developmentally appropriate early, 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 3s
- 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 prioritized 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 immunization
- 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) Sensitization and engagement of mothers committee, self-help groups on ECCE
- c) Social mobilization campaign
- d) Use of mass media
- e) Community involvement in making awareness and interpersonal communication.


ECCE under ICDS	<p style="text-align: center;"><b>Video link :</b></p> <p style="text-align: center;"><a href="https://youtu.be/E9_IRRwHy8g">https://youtu.be/E9_IRRwHy8g</a></p>	<p style="text-align: center;"><b>Scan with QR Code</b></p> 
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**2.4.3: DEVELOPMENTAL AND AGE APPROPRIATE ACTIVITIES**

The mission has proposed the developmental and age appropriate activities for ECCE, separately for children under 3years, 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	<ul style="list-style-type: none"> <li>a) Focus on Health, nutrition and early psycho-social stimulation through free play, adult child interactions in safe and clean environment</li> <li>b) Use of mother child protection card to enhance care for development, early stimulation and for early detection and intervention of developmental delays.</li> </ul>
3-4 years	<ul style="list-style-type: none"> <li>a) Planned play based programme for all round development with more of free play (2-3 hours)</li> <li>b) Continuous opportunities, more free but some guided adult-child interactions with play material and environment through small and large groups.</li> <li>c) Opportunities to listen stories, learn rhymes, indulge in imaginative play, do simple problem solving experiment to promote active and interactive learning</li> <li>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</li> </ul>
4-5 years	<ul style="list-style-type: none"> <li>a) Moving towards an increasing ratio of adult guided vs free play activities</li> <li>b) Reading readiness</li> <li>c) Writing readiness</li> <li>d) Motor development and creativity and aesthetic appreciation</li> </ul>
5-6 years	<ul style="list-style-type: none"> <li>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.,</li> </ul>

Thus, under the ICDS mission, ECCE was significantly positioned. The focus was placed on organization 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.

Activities under ICDS	<p style="text-align: center;"><b>Video link :</b></p> <p style="text-align: center;"><a href="https://youtu.be/rOogz_C6DD4">https://youtu.be/rOogz_C6DD4</a></p>	<p style="text-align: center;"><b>Scan with QR Code</b></p> 
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## 2.5: ECE IN NCERT, NCTE AND SAMAGRA SIKHYA ABHIJAN 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. Department of Elementary education, NCERT covered the areas of Early Childhood Care and Education (ECCE), Early Literacy Programme 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 grass root 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 strengthen SCERT's and DIET's, six month diploma course on ECCE 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 sensitizing community on issues related to RTE and ECCE and documenting and dissemination of innovative materials in ECCE.

NCERT has developed 'Guidelines for pre-school education' and a Pre school curriculum'. These 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 ABHIJAN DRAFT 2018**

The Samagra Sikhya Abhijan 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 vocationalization 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, BalVatikas 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 nutritious 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 visualized as play, art, formal and informal interaction, experience rather than expertise, developmentally appropriate practices etc.
- j) A child is ready to enter in an organized 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 also.
- 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 of the centres, facilities for children with special needs, curriculum, duration, learning activities, outdoor activities, professional development of teachers and community awareness.

ECE in NCERT and others	<p style="text-align: center;"><b>Video link :</b></p> <p style="text-align: center;"><a href="https://youtu.be/XPXEpSCwSKE">https://youtu.be/XPXEpSCwSKE</a></p>	<p style="text-align: center;"><b>Scan with QR Code</b></p> 
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## **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 suggestion 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 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 and
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 realize 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: Let Us Sum Up**

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. It is become urgent to make investing in early childhood development a priority and it is a cost effective way to boost shared prosperity, promote inclusive economic growth, expand equal opportunity and end extreme poverty. For universalisation of primary education, ECCE is a support and it also indirectly influences enrolment and retention of girls in primary schools.

## **2.8 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>

### **OER Reading Links**

1. <https://factly.in/quality-standards-place-play-schools-pre-schools/#:~:text=To%20lay%20down%20certain%20norms,by%20all%20such%20service%20providers.> (Quality Standard of ECCE Policy)
2. <https://factly.in/what-does-the-nep-suggest-for-early-childhood-care-and-education/> ( New Education Policy and ECE)
3. [https://www.heart-resources.org/doc\\_lib/26145/](https://www.heart-resources.org/doc_lib/26145/) (ICDS Evaluation)





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**Module III :**  
**MANAGEMENT OF ECE CENTRE**

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## **MODULE 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
  - 3.4.1 Importance 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

### **3.1 LEARNING OBJECTIVES**

After going through this module, 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 module, you have come across different aspect of ECE. In this module, 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 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.

<p>Learning Environment of ECE</p>	<p><b>Video link :</b> <a href="https://youtu.be/vWg75H6orx8">https://youtu.be/vWg75H6orx8</a></p>	<p><b>Scan with QR Code</b></p> 
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### **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.

Discipline in ECE	<p style="text-align: center;"><b>Video link :</b></p> <p style="text-align: center;"><a href="https://youtu.be/bui2U9H4Q7Q">https://youtu.be/bui2U9H4Q7Q</a></p>	<p style="text-align: center;"><b>Scan with QR Code</b></p> 
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### 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 in abstract 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.

Managing learners in ECE	<p style="text-align: center;"><b>Video link :</b></p> <p style="text-align: center;"><a href="https://youtu.be/1gmBt-nPiCl">https://youtu.be/1gmBt-nPiCl</a></p>	<p style="text-align: center;"><b>Scan with QR Code</b></p> 
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### 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.

### 3.8 Let Us Sum Up

- 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 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 points 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**

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3. Bhuyan, Bobby. (2014). Educational Management and Administration, Union Book Publication, Guwahati.
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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.

### **OER Reading Link:-**

1. <https://open.lib.umn.edu/principlesmanagement/chapter/1-5-planning-organizing-leading-and-controlling-2/> (Principles of Management)
2. <https://factly.in/the-icds-common-application-software-what-are-the-promises-limitations/> (Monitoring of ECE)
3. <https://www.indiefolio.com/project/5b8693b751d22/assessment-and-refresher-training-for-anganwadi-workers> (Training of ECE Worker)



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**Module IV :**  
**MAINTENANCE OF ECE**

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## **MODULE STRUCTURE**

4.1 Learning Objectives

4.2 Introduction

4.3 Common discipline problems in Children coming to Anganwadi/ECCE Centers

4.4 Maintaining discipline in Anganwadi/ECCE Centers

4.4.1 Multi-Age Grouping and discipline

4.4.2 Planning for Meal and Snack Times in Preschool Programs

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

### **4.1 LEARNING OBJECTIVES**

After going through this module, learners will be able to,

- identify the problems of children going to Anganwadi
- illustrate different kinds of records of Anganwadi and ECCE centres
- discuss 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 module, we have discussed about the importance 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 teachers or angwanwadi workers you must have faced no of disciplinary problems in your schools. In this module, we will discuss some of

such problems and how it can be addressed. Besides, in the sub part, we will discuss about maintain 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

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 pose 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-

<p>Concept of Angwanwadi</p>	<p>Video link :  <a href="https://youtu.be/jonOTdwOE68">https://youtu.be/jonOTdwOE68</a></p>	<p>Scan with QR Code</p> 
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### **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.

ECE Features	Video link : <a href="https://youtu.be/92wAX-XDfho">https://youtu.be/92wAX-XDfho</a>	Scan with QR Code 
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## **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.

<p>Maintaining Discipline in ECE Centers</p>	<p>Video link : <a href="https://youtu.be/Nc2mvlgJVV0">https://youtu.be/Nc2mvlgJVV0</a></p>	<p>Scan with QR Code</p> 
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## 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 module (3) management of curriculum of course five (5), 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 module)
- 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 centers—***

- Teacher should greet every child on arrival & departure.
- Children should teach to greet the teacher on arrival & departure.
- All children should be treated equally and with respect, affection and care.

- Care givers 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.

Play activities in ECEC	<p style="text-align: center;"><b>Video link :</b></p> <p style="text-align: center;"><a href="https://youtu.be/Mi_HYWKQm-Q">https://youtu.be/Mi_HYWKQm-Q</a></p>	<p style="text-align: center;"><b>Scan with QR Code</b></p> 
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#### 4.4.1 MULTI-AGE GROUPING AND DISCIPLINE

In an ECCE centre 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.

#### 4.4.2 PLANNING FOR MEAL AND SNACK TIMES IN PRESCHOOL PROGRAMS

Nutritious meals and snacks are essential for young children's optimal growth and development. The energy provided by healthy foods ensures that children will be ready to fully participate in the day's learning opportunities. During meals and snacks preschoolers learn how to make nutritious choices, discover a wide variety of different foods and develop healthy eating habits. Providing the kind of food the children need may somehow will help to reduce the problem of indiscipline.

Multi-Age grouping and Discipline	Video link : <a href="https://youtu.be/woszvMggQhE">https://youtu.be/woszvMggQhE</a>	Scan with QR Code 
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#### 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.

Maintaining Records	<b>Video link :</b> <a href="https://youtu.be/T5PojBKZ0mw">https://youtu.be/T5PojBKZ0mw</a>	<b>Scan with QR Code</b> 
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### **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 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 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 behaviour.

##### **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 behaviour and attention. With the same principle as in dividing in-class assignments, monitoring behaviour in groups of three to four is much easier than having to focus individually on each student.

Managing Large group	<b>Video link :</b> <a href="https://youtu.be/cBDiL38uUa0">https://youtu.be/cBDiL38uUa0</a>	<b>Scan with QR Code</b> 
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### 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.

Assignment and Feedback	<b>Video link :</b> <a href="https://youtu.be/HNeYmYU8OM8">https://youtu.be/HNeYmYU8OM8</a>	<b>Scan with QR Code</b> 
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## 4.8 Let Us Sum Up

The first six of life are critical years of human life since the rate of development in these years is more rapid than at any other stage of development. Each child requires a safe and nurturing environment to develop optimally. Children with special needs and their families need assistance and information regarding prognosis and early intervention in order to support optimal development of children. Other families may also, face stresses that can compromise their ability to support their children's early learning and need support services to assist families in their critical role as primary caregivers. In recent times many children are receiving early education and care outside the home in child care centers, preschool programs, and other community-based early learning settings. Whether children receive early education and care in the home or the community, it is important that their early learning experiences draw on the unique strengths of their relationships with their families. The diversity in social contexts and family structures needs to be appropriately addressed in order to bring balanced parenting, including inputs from fathers, mothers and other caregivers in the family through enabling provisions in programmes. Strengthening capabilities of families, communities and services to ensure quality care and education for children in the early years is therefore a priority for India.

## 4.9 Further Reading

- 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
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### **OER Reading Links:-**

1. <https://www.ojhas.org/issue46/2013-2-1.html> (Problems in AWC)
2. <https://www.ipinnovative.com/journals/IJPNS/article-details/7204/volume/223/issue/564> (AWW Problems)
3. <https://cft.vanderbilt.edu/guides-sub-pages/teaching-large-classes/> (Managing large group)