



PROFILE OF AN ECCE CENTRE

Three-year-old Geeta enters an Early Childhood Care and Education (ECCE) Centre for the first time. She looks around and is attracted to the colours, textures, the well-arranged space, toys and the teacher. She finds the place interesting and feels happy about spending her days here. For the next three hours she plays and listens to stories. She also reads, learns new things, works with crayons and pastels. She has her meal with her new friends. At the end of the day, she returns home with a smile on her face and is eager to go back to the school the next day.

What qualities of the ECCE centre made Geeta feel happy at the end of the day?

An ECCE centre should be a place for joyful learning for children between the ages of three to eight years. Young children strive to make sense of the world in which they live. They try to organise the visual images and concrete objects in their environment into meaningful systems. For this to happen, children need a safe environment where they are encouraged to explore their surroundings and get rewarded for exploring. They need an environment that is rich in sensory stimulations and which provides opportunities for using their imagination and creativity.

In this lesson, we will try to find out what elements make an ECCE centre an inviting, stimulating and engaging learning place. This lesson is divided into four sections. The first section is on identification of location dealing with space management. The second section is on infrastructural facilities. The third section is on recruitment of ECCE personnel; types of ECCE staff, their recruitment, supervision and monitoring. The fourth section deals with mobilisation and utilisation of financial resources.



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LEARNING OUTCOMES

After studying this lesson, you will be able to:

- describe essential features of ECCE centres;
- discuss location related issues of ECCE centres;
- list the infrastructure/ physical facilities to be considered while setting up ECCE centres;
- enlist the types of outdoor and indoor materials/equipment and teaching learning materials required at ECCE centres;
- state effective and efficient ways of maintaining and utilising the indoor and outdoor space and equipment;
- ensure safety and care of the child through mastery of skills for disaster management and first aid;
- select suitable equipment and materials for the centre;
- design layout plan for allocation of space for various activities; and
- list the various ECCE personnel and stakeholders.

15.1 IDENTIFICATION OF LOCATION

Since surroundings have such a powerful influence on pre-schoolers, there are few things you need to keep in mind when locating an ECCE centre/pre-school.

The location of the centre should have:

- a) Easy accessibility
- b) Cleanliness and hygiene and pollution-free environment
- c) Safety and security
- d) Barrier-free environment for differently-abled children

Let us study in detail about these essential features of an ECCE Centre.

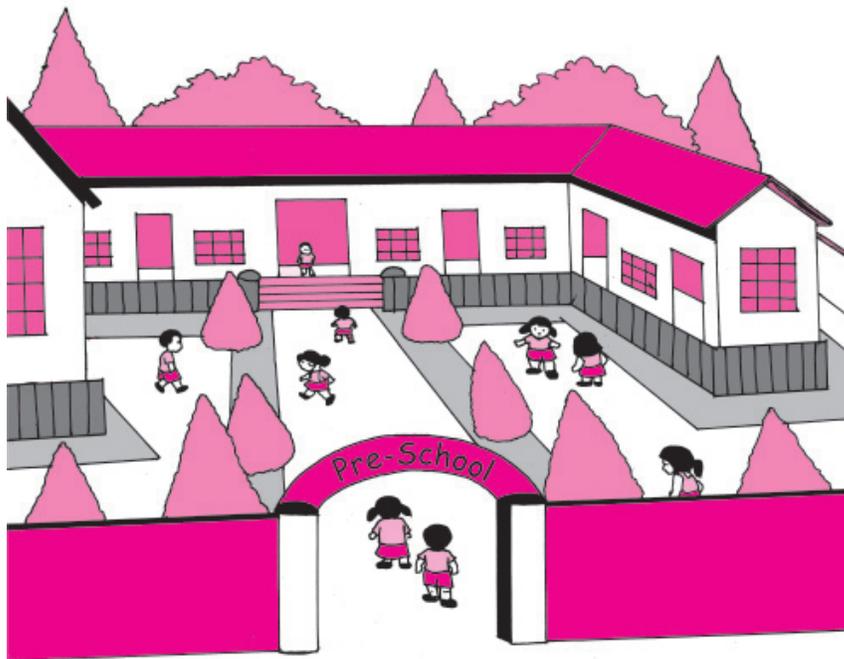


Fig. 15.1 An ECCE Centre/Preschool

(a) Easy Accessibility

Location is an important factor impacting the parent's choice of an ECCE centre/pre-school. Young children are usually dropped to the centre by their mother or older siblings. Parents usually choose schools closest to their homes or working place so that it is convenient to drop and pick up the child everyday. An ECCE centre is best located adjacent to or co-located with schools or adjacent to parks or centrally located in the community.

(b) Cleanliness, Hygiene and Pollution Free Environment

Hygiene and cleanliness are fundamental issues when caring for young children. High standards in hygiene and cleanliness create a welcoming and safe environment for children to learn in. Young children are more vulnerable to infections. Dirty rooms and compounds can cause skin diseases and worm infections. Thus, the location of ECCE centre should always be away from the sources of infection like stagnant water pools, garbage dumps and open drains. The floor and toilets should be cleaned with disinfectant. The building should be made of standard quality construction methods and materials. This will help promote good indoor air quality.

Noise pollution can cause lack of concentration and headaches among children. It should be controlled through the use of sound absorbing materials like ceiling boards, rubber flooring and solid doors.

Heat, light and proper ventilation all have an impact on the development of children's health. To ensure the provision of adequate light and ventilation, an



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ECCE centre needs well-planned ventilation. All windows, if possible, should have wire mesh to prevent entry of flies, mosquitoes and other insects.

(c) Safety and Security

Children are less prepared in responding to environmental hazards that may exist around them. Younger children are susceptible to injuries related to motor vehicles, fires and burns, drowning, falls and poisoning. Special attention should be paid to the safety and security needs of children in the environment through all stages of planning, programming and installation of the ECCE centre. In a safe environment, children can move about freely and explore without much supervision.

A safe environment includes:

- Developmentally appropriate equipment made up of non-toxic materials
- Non-slippery floors
- Stable shelves, objects and fixtures with rounded corners
- Walls rounded at the corners
- Safely located electricity fittings and plug points

(d) Barrier-Free Environment for Children with Disabilities

An ECCE centre of quality welcomes children with disabilities. To make the centre accessible for all children, the location of the centre and its infrastructure should be disable friendly. It should have ramps, where necessary, wide doors, toilets equipped with supporting bars, flexible furniture, planned traffic passages (routes) in and outside the centre.

Poor infrastructure, non-availability of appropriate furniture for children with disabilities, non-availability and poor quality of special aids and appliances are major challenges in ensuring an inclusive ECCE centre.

**INTEXT QUESTIONS 15.1**

Fill in the blanks:

- (a) The ECCE centre can be made accessible for children with disabilities by making provisions like and
- (b) Dirty and unhygienic classrooms can cause among young children.
- (c) and are some sources of infection.

- (d) The floor should be..... for the safety of young children at the ECCE centre.
- (e) Heat, light and proper impact the child's health.



15.2 INFRASTRUCTURE/PHYSICAL FACILITIES

Physical facilities in an ECCE centre include both outdoor as well as indoor facilities. In this section, besides outdoor and indoor facilities, we shall also discuss the importance of water and toilet facilities in an ECCE centre.

15.2.1 Outdoor Facilities

Outdoor play is an integral part of the natural activity of children. The elements that make the outdoor space an engaging learning environment are sufficient space, opportunities to explore, use of imagination and creativity. Besides, it allows children to take risks within a safe and secure environment. Therefore, utilizing the available outdoor space to its maximum and maintaining it properly for safety and security of children becomes very important. The outdoor facilities include playground, sandpit, grass covered area, etc.

- a) *Playgrounds:* All playgrounds should incorporate three kinds of areas, which can generally be categorised as open, quiet and active.
 - Open area to run and play comprising of playground, lawn, concrete paths (for cycling) and shed. But if we do not have enough space in the centre premises, the teacher can take children to nearby park or open ground, whenever possible.
 - There should be quiet areas also like areas of low vegetation, trees, landscaping, vegetable garden, sand area, etc.
 - Active area includes swings, see-saw, jungle gyms, slides, rope ladders etc..for development of gross motor skills in children. Low cost/waste items like tyres can also be used to make swings. Provision for a small grass covered area to play could promote the health of children.
- b) *Sandpit:* The sandpit is generally considered an important part of outside activity. Its size should be adequate for the number of children who will be using it at any one given time. The sand should be filled to a suitable depth, clean, washed and non-staining.



INTEXT QUESTIONS 15.2

State whether the following statements are true or false:

- a) An ECCE centre should be welcoming to the children.



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- (b) Activities like running, jumping and swinging should not be planned if we do not have a playground.
- (c) The sand in the sand pit should be clean and non-staining.
- (d) We can use locally available low cost play materials for outdoor play.
- (e) An inclusive centre ensures disabled friendly infrastructure.

15.2.2 Indoor Facilities

The indoor space, properly arranged plays a key role in supporting and developing children's learning and development. It should provide children with stimulation and challenge, and encourage their creativity and imagination. At the same time, it should also encourage independence and help children to develop a positive attitude towards learning.



Fig. 15.2 Indoor Facilities

Indoor facilities in an ECCE centre includes well lit ventilated rooms, storage space, safe floor covering, etc.

- a) *Size:* The indoor space should be large enough to accommodate a desirable number of children. If the indoor space is too little to accommodate all children, they can be divided into groups and a few groups can be engaged in outdoor activities while the rest may be involved in indoor activities.
- b) *Ventilation:* Good ventilation helps to keep the indoor environment comfortable and can contribute positively to children's learning. It can be provided through low-height windows, electric fans, exhaust fan etc.
- c) *Lighting:* The quality and quantity of light influences the moods and feelings of children and their teacher. It can be enhanced through the use of lightshades



and proper placement of windows and ventilators. In the absence of adequate natural light, tube lights should be used. However, preference should be given to natural light.

- d) *Storage space:* An ECCE centre should have enough storage space for toys, blocks, books, bags, teaching aids, equipment, music instruments etc. So, the indoor space should have deep almirahs and low shelves so that children can use them whenever they want.
- e) *Floor covering:* The floor should be covered with mattresses if possible, to ensure children's safety. The use of natural material is advised for comfort. Surfaces should be of material that can easily be cleaned and maintained.



Fig. 15.3 Easy Access - Book Shelves

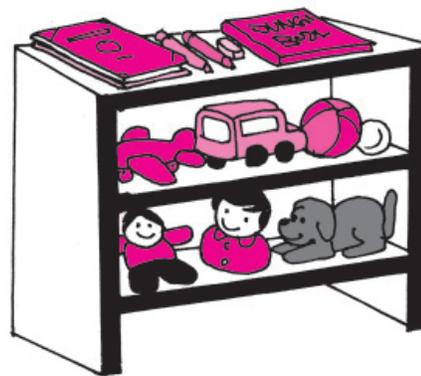


Fig. 15.4 Easy Access - Storage of Play Material

- f) *Walls and roofs:* The walls may be either of bricks, mud, stone or cement but they should be safe, strong and durable. The roof can be made of cement, bamboo or banana leaves or any other locally available materials but it should be strong and safe.
- g) *Water facility:* The problem of safe drinking water still exists in many centres which give rise to many water borne infectious diseases among children. So, availability of safe drinking water is a basic requirement in an ECCE centre/preschool.
- h) *Toilet facility:* Many parents do not send their girl child to school because the school does not have separate toilet for girls. The centre should have separate toilets for boys and girls. Children's toilets must be of suitable size and height for the age group catered for. Wash basins and soaps/handwash must be at a level which is easily accessible to children.



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INTEXT QUESTIONS 15.3

Match column A with column B.

Column A	Column B
(a) Ventilation	(i) Prevents water borne diseases
(b) Lighting	(ii) Strong and durable
(c) Walls and roof	(iii) Separate for boys and girls
(d) Toilet facility	(iv) Wide and low windows
(e) Safe drinking water	(v) More of natural light

15.2.3 Safety of an ECCE Centre: Disaster Management and First Aid Facility

Disaster planning or crisis management is about anticipating things that may go wrong, and ensuring safety of the children and staff and preventing avoidable damage.

Plans to set up an ECCE centre must include a map of effective procedures to manage emergency situations. ECCE centres should be equipped with arrangements such as fire extinguishers, sand buckets, provision for first-aid etc.

Management of disasters requires a dynamic, pre-planned process involving staff, children, parents and local community. By planning in advance and anticipating as many health and safety variables as possible, ECCE centres can ensure that decisions made on the day of a crisis are not only made quickly and effectively but that they will be correct and automatic responses arising out of the time spent on pre-planning for disaster.

Caregivers, teachers and other staff should be trained to deal with emergencies and disasters. There should be a suitably equipped first-aid box for children and arrangements to call medical assistance in an emergency.

15.3 EQUIPMENT AND LEARNING MATERIALS

Young children continuously grow and learn. With their imagination, they can transform a match box into a car, a twig into a tree or a piece of stone into an animal. They do not need expensive toys and equipment to learn. All they need is developmentally-appropriate play equipment and learning materials with appropriate guidance. It provides them the opportunity to understand themselves and the world in which they live.

Let us learn more about equipment and learning materials required for children in an ECCE centre.



15.3.1 Types of Equipment and Learning Materials

The equipment at the centre are broadly classified as indoor equipment and outdoor equipment.

- (a) *Indoor Equipment and Learning Materials:* It consists of blocks, toy utensils and other materials for pretend play. It also includes puzzles, manipulative toys/games, materials for art activities etc.
- (b) *Outdoor Equipment and Learning Materials:* It includes climbers, slides, swings, jungle-gym, see-saw, balls (variety of sizes and textures), sports equipment (child-size basket ball hoop, plastic bats, hockey sticks), wheel toys (wagons, push/ pull toys, wheelbarrows, scooters), riding toys (variety of sizes with and without pedals, for use by one or two children), tumbling mats, jump ropes, wooden twigs, sand boxes, sandpit, measuring cups/spoons, variety of containers/pails, plastic bottles, things that sink or float, natural items such as shells, pieces of wood, rocks etc.



Fig. 15.5 Outdoor Play Area

15.3.2 Selection of Equipment and Learning Materials

It is through play that children learn. Hence, play material is also their learning material. Due consideration is necessary in choosing the right equipment and learning material for the centre. Often, funds allocated for play material are limited. So one needs to plan well on how to use the allocated money.



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Some of the points to be kept in mind are:

- Will it retain children's interest over time?
- Is it age appropriate?
- Can it be used in a number of different ways and by different ages?
- Does it reflect diverse cultures and families?
- Can it be used by children of all abilities?
- Is it sturdy, well-designed and built to last?
- Is it safe?
- Does it meet current safety standards?
- Is it easy to keep clean and maintain?

Let us discuss some of the important considerations in detail:

- *Age-appropriateness*: All the learning materials and equipment should be relevant for the age group of the children for whom they are selected for promoting their language, cognitive and socio-emotional development.
- *Multiple Uses*: Children can use sand, water or play dough in a variety of ways, depending on their ability, past experience with the material and interest. So, while choosing equipment and learning materials, it should be ensured that the material has multipurpose use. For example, a wooden block can be used as seats in outdoor space for merry-go-rounds or even as slide by joining wooden stumps and planks. It gives children a sense of creativity and control over their play and learning.
- *Adequacy*: Since the curriculum includes indoor/outdoor, individual/group activities, so the learning materials and equipment should be adequate in terms of quantity and proportion to ensure access to all children for all types of activities planned in the curriculum.
- *Variety*: It is essential that there should be a large range and variety of equipment and materials in the centre to suit the needs, abilities and interests of all children. Materials that can be re-used and recycled like clay, blocks, buttons, empty plastic container, empty cartons etc are a good choice.
- *Safety*: Equipment should be appropriate and safe to use by children. They should be of low height and light with smooth edges/finishes. Finishes and dyes should be non-toxic and meet all safety standards.
- *Diversity and Flexibility*: It is important to ensure that the equipment in an ECCE centre reflects the community in which it is located. All the materials and equipment should be selected with consideration to encourage

acceptance of diversity such as race, culture etc. The materials must also be easily adaptable for facilitating learning in different development areas.

- *Natural Material:* A large range of natural materials can be used at the ECCE centre like pebbles, seed pods, sand, water, leaves and twigs, or plants. This would also avoid large expenditure on buying expensive equipment and toys. For example, inexpensive material like rope can be used to make swings, ladders or hammocks.



INTEXT QUESTIONS 15.4

1. State whether the following statements are true or false:
 - (a) Leaf-plates cannot be used for serving meals.
 - (b) Use of materials like clay, blocks, pebbles etc. adds variety in the play.
 - (c) Safety and durability are the two major considerations while choosing materials and equipment for an ECCE centre.
 - (d) Play materials of outdoor play cannot be made accessible for children with disabilities.
2. Give two examples of procuring equipment for an ECCE centre on a low budget.
3. Classify the following as indoor or outdoor equipment and materials: sand pit, swings, fit-in puzzles, dolls, riding toys, collage materials, jungle-gym, xylophones, radio and blocks.

15.3.3 Allocation of Equipment and Materials

Merely procuring the equipment and learning materials for the centre does not ensure a joyful learning environment. They are selected and purchased with the main purpose to give opportunities to children to explore and manipulate them. They are not meant for display, demonstrations or decoration. For optimal hands-on learning to take place, equipment and materials must be arranged so that children have direct access to them. This visibility and accessibility ensures that children see the available choices and reach out to them.

In this section, we will discuss some of the ways of appropriate allocation of equipment and materials at the ECCE centre to make it an interesting place promoting individual and small group experiences.

- If the centre is big enough, try to divide it into different activity areas like: art and craft area, science and sensory area, block and puzzles area, music and movement area, cooking area etc and then locate the materials according to the requirement of the specific areas. Define area boundaries with low shelves, blackboard or furniture.



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- Consider the types of activities that go well together. Active, noisy play should happen away from quiet and focused activities. Wet, messy play activities need to be grouped around a sink. All the materials should be organized and grouped together in a specific area so that children can find, use and return materials independently.
- The equipment and materials need to be clearly visible and accessible. This can be done through storage at accessible heights (at or below 3 ft from ground level) and proper labeling (pictures and words) of materials.



Fig. 15.6 Arrangement of an ECCE centre

- Create well marked pathways so that children can move easily from one area of the room to another without disturbing others. The materials should be arranged in such a way that it should facilitate easy transition from one activity to another.
- Place equipment in such a way that it allows teachers to supervise the work of individual children. Special consideration may be made for children with special needs. Enough space should be provided in the classroom so that a child with locomotor disability can move the wheelchair and can have easy access to materials.



Fig.15.7 Catering to Children with Special Needs

- Outdoor space, however, can be used in multiple ways like art and dramatic play, sand and water activities etc. Hence, equipment and materials can be located accordingly.
- Provide a large floor space for group activities.
- Children's art should be displayed on walls attractively at their eye level.



INTEXT QUESTIONS 15.5

1. Fill in the blanks:
 - a)and of learning materials is necessary to ensure that children see their choices and can easily reach them.
 - b)or can be used to define boundaries of activity areas.
 - c)and are the activity areas which can be organized in the outdoor space.
 - d) Shelves should be labeled with and to make the materials easily accessible.

15.3.4 Space Management

Space management is an important consideration in the running of an ECCE Centre. Good planning is essential for the smooth running of the centre. The arrangement of space should be such that there is sufficient space for all essential activities. All activity areas should be so located that the children are able to move freely from one activity area to another without unduly disturbing others. Besides, activity areas should be divided in such a manner that children in one area are not distracted by those in other areas. Well-organised space promotes desired behaviours and facilitates positive interaction between the children and staff. It also helps in the proper location of required learning materials.

15.3.5 Maintenance and Utilisation of Equipment and Learning Materials

It is essential to ensure that equipments are well maintained and in working order. The first step in this direction is regular inspection of the classroom, equipment and materials ensuring their long life. Teachers sometimes get discouraged about using materials that require intricate handling/assembling because of the time and energy involved in their maintenance. There are simple maintenance strategies which if used consistently make the job easier and also promote a sense of ownership and pride in the child. Some are discussed below:



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- Dusting, cleaning and sterilising all equipment should be done regularly to avoid the spread of germs.
- Toys made of washable material should be washed and kept clean at all times to prevent spread of disease producing germs.
- Enough storage space is necessary to maintain cleanliness as well as for easy access of the materials at the time of use. Space to store children's personal belongings is also essential.
- All storage containers and shelves must be labeled with pictures or words. While the initial set up of a labeling system is time-consuming, once in place, it helps children and the staff to put back the materials in their designated places. It also encourages independence and ownership among children.
- Organise storage of small items like beads, crayons, picture cards etc in labelled tubs or baskets for easy clean-up.
- Try to place areas requiring clean up in close proximity to a water source with available cleaning materials.
- Materials that have not been used for a long time may be rotated frequently and new things added to sustain the interest of children.
- All electrical fittings and heating appliances should be out of the reach of children. They need to be checked regularly and repaired immediately to avoid any accident.

The Quality Standards for ECCE has been approved by the Government of India in 2013-14. Let us study the provisions mentioned in the document.

The following non-negotiables must be made available to all children attending any kind of ECCE provision:

- Duration of the ECCE programme should be three to four hours
- One classroom measuring 35 square meters for a group of 30 children and availability of 30 square meters of outdoor space for a group of 30 children
- The building should be structurally safe and within easy approach. It should be clean and should have surrounding green area
- Clean drinking water should be available
- Separate toilets for girls and boys should be available
- Immediate health service in terms of First Aid/ Medical Kit should be available at the centre. It should be checked regularly against a check-list and anything that has been used, must be replaced immediately. The expiry, if any, must be checked.

- Adequate trained staff should be appointed
- There should be provision of adequate developmentally appropriate toys and learning materials
- Space should be allocated for cooking meals and nap time for children.
- The adult-child ratio should be 1:20 for three to six year old children and 1:10 for children under three years.

Source: Quality Standards for ECCE 2012, Ministry of Women and Child Development, Government of India.

15.4 RECRUITMENT OF ECCE PERSONNEL

Well-trained and qualified ECCE personnel are essential for facilitating and providing optimal learning opportunities to children. Selecting and recruiting well qualified and skilled ECCE personnel is an important aspect for quality early childhood education.

In this section, you will learn about different types of ECCE personnel and their recruitment process.

15.4.1 Types of ECCE Personnel

Usually an ECCE centre is headed by a centre head with teachers and helpers sharing the responsibility. Let us study about them in brief.

ECCE Teacher: The ECCE teacher is the key person who is responsible for conducting activities and programmes in a classroom setting. A skilled and passionate teacher plays an important role in the lives of young children. The teacher needs to have sound theoretical knowledge and be able to apply this in practical ways when interacting with young children. A teacher should have the ability to embrace many roles depending on the needs and demand of children like communicator, facilitator, model, storyteller etc. She/he should be spontaneous with and sensitive to children's needs.

ECCE Helper: ECCE helper provides care and supervision to children under the guidance of the teacher. The helper helps and supports the teacher in conducting different activities as planned. The helpers are invaluable in a centre setting and invaluable to the ECCE teacher they work with.

Few supporting staff such as a sweeper, maid and peon are also required to keep the centre premises neat, clean and organised.

15.4.2 Adequacy of Staff

Dealing with young children requires immense energy and dedication. So, before starting an ECCE centre the number of staff required to maintain a desirable child-teacher ratio must be decided. A small classroom of 10 to 15 children may have one teacher and one helper.



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Fig. 15.8 Desirable Child-Teacher Ratio

15.4.3 Monitoring and Supervision of Staff

To ensure that the centre's staff and resources are effectively managed, regular supervision and monitoring are required. This includes proper deployment of ECCE personnel, supervision of daily programme of centre's activities and events. It also helps in staff appraisals and in identifying in-service training needs.



INTEXT QUESTIONS 15.6

1. Fill in the blanks:
 - (a)maintains ECCE centre premises neat and clean.
 - (b) An ECCE/preschool teacher needs lot of.....and.....to deal with children.
 - (c) Regular supervision and monitoring are required for the effective management of.....and..... .

15.4.4 Criteria for Selection of Staff

Working with preschoolers requires certain skills and competencies. As early childhood is an important period, we need to employ personnel who are accordingly skilled and competent. Even the government and the related ministries have laid down some important and mandatory skills and qualification as important for preschool teachers. Hence, the ECCE personnel employed must comply with the prescribed norms and qualifications. It must be ensured that they have received the prescribed education and training from institutes/universities/boards of repute and are duly recognised by competent authorities.

The ECCE teacher ought to be someone from the local community so that she/he is aware of the social values and customs of that community and would be able to inculcate the same in children and satisfy the expectation of children, parents and community at large.

Professional Experience: Persons who are not trained can be provided with the necessary orientation in the initial stages and frequent refresher courses can also be organized for them.

While any person can have a degree in childhood development or one or two years of training in ECCE, ensuring that the person has experience working with children is entirely different. Hence, the real world experience is a must. Anyone can study about children but working with them is a whole new experience. Through professional experience, an ECCE teacher gains the skills needed to work effectively with young children.

The teacher/personnel must know how to:

- Promote child development and learning by creating learning environments based on a deep understanding of children’s needs and development.
- Build relationships with family and community that support and involve them in children’s education.
- Systematically employ observation, documentation and assessment to positively influence children’s development and learning.
- Promote learning and development by integrating knowledge of relationships with children and families; a wide array of effective educational approaches; content knowledge in each area of young children’s learning; and how to plan and implement developmentally appropriate curriculum.
- ECCE personnel with pleasant personality are suitable for working with young children. They need to have patience and a sense of responsibility, enthusiasm, creativity, sensitivity and spontaneity. The staff should be child-friendly. While it is hard to determine a person’s personality in just one interview, making use of the listed personal references can help tremendously. Background checks are a ‘must’ for anyone who will be working around children. A background check will ensure that the person has a clean record and has not been involved in any crime in the past.

Hiring ECCE personnel is an important part of planning and maintaining a healthy, safe and successful ECCE centre.

15.5 STAKEHOLDERS IN ECCE

Stakeholders refers to any group that is affected by the working and policies of an organization. A stakeholder in education is anyone who is concerned and interested in the success of a school or school system. This includes government officials, school board members, administrators, and teachers. Parents and students



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are also stakeholders, as is the community as a whole. The involvement of stakeholders in early childhood development is vital.

There are four categories of stakeholders. *Users; those governing and managing it; influencers are those who decide what and how that is to be done; providers are people who provide resources to the project. They support quality, care and services. They provide their promotion, advocacy, and funding efforts.* Let us look at each of them in brief.

1. Users

Users are those who will use the products of the project or a programme. They are the beneficiaries of the output. For example, in an ECCE programme, the users are children and their parents.

2. Governance stakeholders

Auditors, regulators, health and safety executives are some examples of people who can be categorised as governance stakeholders. They are people who have an interest in how things are managed in the programme.

3. Influencers

The rules, regulation, policies of the government and specific needs of the family and community among others, influence what they need for their children. They are people who have the ability to change the programme being run by the preschool.

4. Providers

It is evident that it is the school which provides the structured facilities for promoting learning and development of children. Providers include the management, staff and anyone else contributing to the services that benefit children.

For children, a sense of community plays an important role in the development of their feelings of belonging and security. For many families, early childhood settings often provide their first contact with a wider community beyond the home. The community, therefore, is an important stakeholder in ECCE.

All ECCE centres must ensure and plan to enhance the stakeholders' participation in the running the centre. They must regularly formulate guidelines to be followed by all the providers.

A good ECCE centre includes in the teachers' work schedules time to work with parents. The teachers should be trained on how to work with parents and appreciate the need to work in collaboration. The parents need to be informed about the importance of their involvement and contributions. The teachers must keep parents informed about curriculum and how they can assist at home.

Stakeholders' participation is therefore vital in the early stages of children's education because of the impact it has on later education results.



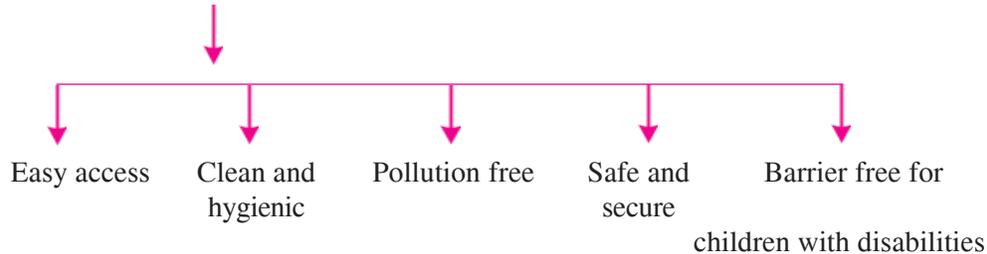
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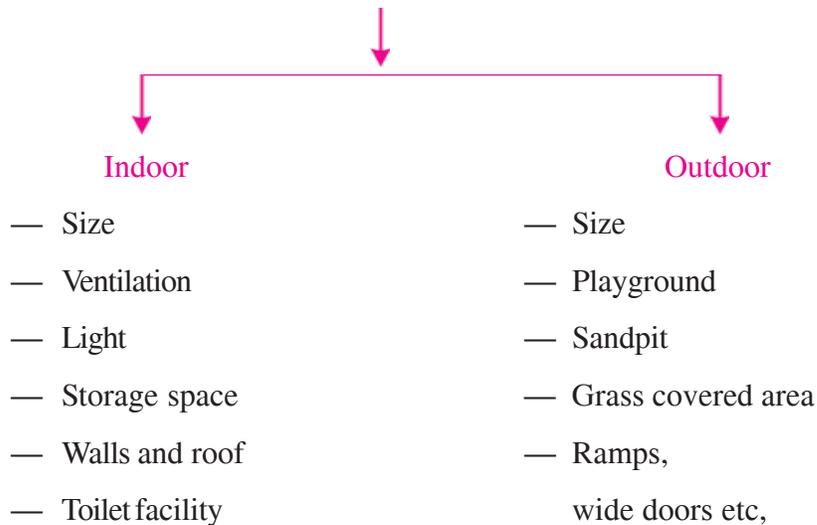
WHAT YOU HAVE LEARNT

In this lesson, you have learnt that :

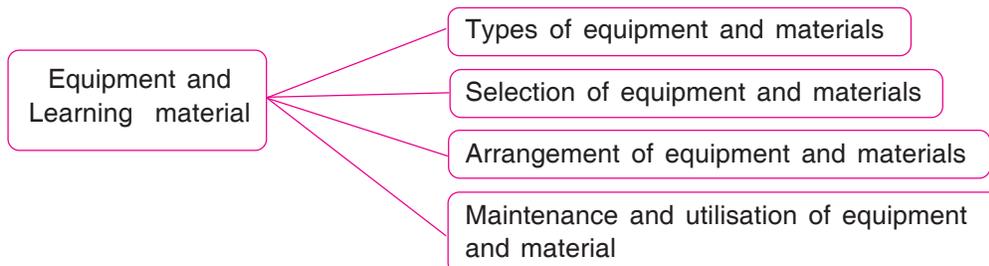
- Identification of location



- Infrastructure and physical facilities



- Safety and security
 - Use of non-toxic materials
 - Non slippery floors
 - Stable furniture with rounded edges
 - Rounded corner walls
 - Safe location of electrical fittings and plug points
 - Equipment and know how for disaster management

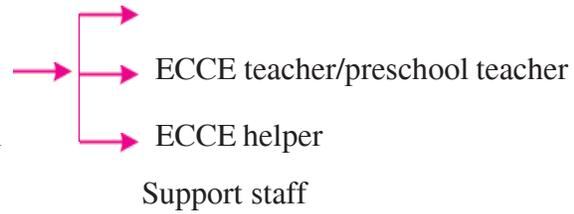


— Trained person to handle medical emergencies and provide first aid



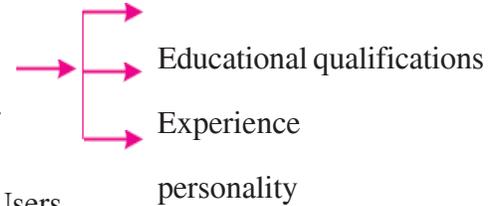
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- Types of ECCE personnel

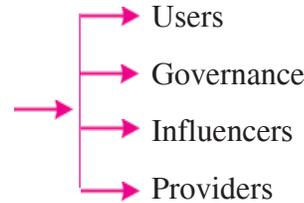


- Adequacy of staff
- Monitoring and supervision of staff

- Criteria for selection of ECCE staff



- Stakeholders in ECCE



1. Explain the factors to be considered while selecting the location for an ECCE centre.
2. Describe some of the ways to maintain and utilise the indoor space to support child's learning and development.
3. Discuss the outdoor facilities required at an ECCE centre and how they can be maintained and used efficiently?
4. Describe the factors affecting the selection of materials and equipments for ECCE centre.
5. How can one ensure ease of visibility, access and use of these materials by children in an ECCE Centre ?
6. State the ways to maintain the equipments and materials in a proper condition at ECCE centre..



Briefly discuss the various stakeholders in ECCE.



15.1

- (a) Ramps and flexible furniture



- (b) Skin diseases and worm infections
- (c) Stagnant water and garbage dumps near the centre
- (d) Non-slippery
- (e) Ventilation

15.2

- (a) True
- (b) False
- (c) True
- (d) True
- (e) True

15.3

- (a) iv
- (b) v
- (c) ii
- (d) iii
- (e) i

15.4

1. (a) False (b) True (c) True (d) False
2. Two ways of procuring materials on a low budget are:
 - (i) Use of natural materials like leaf, wooden twigs etc.
 - (ii) Use of available resources in multiple ways
3. Indoor materials : fit-in puzzles,dolls,collage materials,xylophones,radio and blocks.

Outdoor materials : sand pit, swings, riding toys, jungle-gym

15.5

1. (a) Visibility and accessibility
 - (b) Blackboard and lower shelves
 - (c) Gardening area, sand pit area
 - (d) words and pictures
2. Two ways of arranging equipments and materials for inclusive classrooms are:
 - (i) Leaving enough space for movement of wheel chairs.
 - (ii) Using low height tables and chairs.

15.6

1. (a) ECCE helper



Notes

- (b) energy and attention
 - (c) staff and resources
2. (i) The teacher has more time to devote to each child
- (ii) Managing the group requires less time.

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