

Open Vocational Educational Programme

Early Childhood Care and Education

ECCE Organization and Management

2



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A Word With You

Dear Learner,

Welcome to the Vocational Course in Early Childhood Care and Education.

Children are the future of our nation. Each child possesses immense potential to learn, think, imagine, and create. To unlock and nurture this potential, we must provide them with high-quality education and care right from the beginning of their lives, during the critical early childhood years (0-6). This course addresses the long-standing need to provide updated education and care to children in the 0-6 years age group.

Whether you are a parent or an early childhood care and education professional, your role is not limited to offering love and affection to children. It also involves understanding their needs and interests as they grow. Throughout this course, we have focussed into these critical aspects. Our curriculum encompasses three key subjects: **Early Childhood Learning and Development, ECCE Organization and Management and ECCE Journey with Formal Education Systems.**

I anticipate that you will find this course material both informative and engaging. Our sincere hope is that you will not only successfully complete this course but also apply the knowledge and skills you acquire to your future endeavors. Please don't hesitate to reach out and share your thoughts, questions, or suggestions concerning the course.

Wishing you every success on this educational Journey

Course Team
National Institute of Open Schooling (NIOS)

How To Use The Learning Material

Congratulations! You have accepted the challenge to be a self-learner. It means, you have to organize your study, learn regularly, keep up your motivation and achieve your goal. Here it is solely you, who is responsible for your learning. NIOS is with you at every step. It has developed the material in Early Childhood Care and Education keeping only you in mind. A format supporting independent learning has been followed. You can take the best out of this material if you follow the instructions given below.



Title: Will give a clear indication of the contents within. Do read it.



Introduction: This introduces you to the lesson linking it to the previous one.



Objectives: These are statements that explain what you are expected to learn from the lesson. The objectives aim to help you to check what you have learnt after you have gone through the lesson. Do read them.



Notes: Each page carries empty space in the side margins, for you to write important points or make notes.



Intext Questions: Very short answer self check questions are included after every section, the answers to which are given at the end of the lesson. These will help you to check your progress. Do solve them. Successful completion will allow you to decide whether to proceed further or go back and learn again.



What You Have Learnt: This is the summary of the main points of the lesson. It will help in recapitulation and revision. You are welcome to add your own points to it also.



Terminal Exercises: These are long and short questions that provide an opportunity to practice for a clear understanding of the whole lesson.



Do You Know?: This box provides additional information. The text in boxes is important and must be given attention. It is not meant for evaluation, but only to improve your general knowledge.



Answers to Intext Questions : These will help you to know how correctly you have answered the questions.



Activities: Certain activities have been suggested for better understanding of the concepts.

Website: These websites provide extended learning. Necessary information has been included in the content and you may refer to these for more information.

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LESSON

1. Early Childhood Learning and Development

1. Early Childhood Care and Education : Meaning and Significance
2. Stages of Growth and Development
3. Domains of Child Development
4. Needs and Rights of Children (Health & Hygiene, Nutrition and Securities)
5. Stages of Child Development and Learning (Infancy to Toddlerhood)
6. Child Development During Pre-School Years

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Module

LESSON

2. ECCE Organization and Management

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2. Staff in an ECCE Centre
3. Qualities and Role of an ECCE Teacher
4. Supervision and Monitoring in Context of an ECCE Centre
5. Physical Facilities and Learning Material
6. Mobilising Community Support
7. Setting up an ECCE /ECE Centre

Book-3

Module

LESSON

3. ECCE Journey with Formal Education Systems

1. ECCE Centre and Linkage with Home and School
2. Involvement of Parents and Community
3. How Children Learn
4. Curricular Linkages between Pre-Primary and Primary
5. Facilitating Learning : Physical Education, Arts and Aesthetics, Environment
6. Foundational Literacy and Numeracy Goals
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ELEMENTS OF EFFECTIVE ECCE PROGRAMME

INTRODUCTION

The term ECCE comprises of three key terms: - ‘Early Childhood’, ‘Care’, and ‘Education’. Early childhood is the period from birth to six years. According to the National Policy on ECCE, 2013, there are three sub-stages of early years, each with its own age-specific developmental priorities. These sub-stages are: (a) conception to birth (b) birth to three years and (c) three to six years. This is the most important period of life characterized by rapid growth and development. By ‘Care’ we mean providing love and affection and ensuring a healthy, hygienic, protective and stimulating environment for all children. ‘Education’ is a process of acquiring knowledge, skills, attitudes and values through exploration, experimentation, observation, participation and interaction. All such experiences help children learn more about themselves and the world around them. ECCE refers to providing care including health and nutrition as well as early learning opportunities to all young children. Protective and stimulating environment consisting of play-based and developmentally appropriate activities are vital for children’s physical-motor, cognitive, socio-emotional and language development. Hence, ECCE forms the basis for overall development, later learning and well being of children.

Early childhood also refers to the early years of life starting from birth to six years. These years are called the formative years as the foundation for physical, cognitive, socio-emotional and language development takes place during this period. Researchers in the field of neuroscience have established the importance of these years as growth and development of the brain takes place at a very fast pace. Early care, stimulating environment and optimum learning opportunities have a lasting impact on the lives of



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young children. This can be done by ensuring quality Early Childhood Care and Education (ECCE) for all children during their formative years. Any kind of deprivation may have an adverse impact on the development of children. Thus, it becomes imperative to understand what the basic elements of an effective ECCE programme are.

In this lesson, learners will be made aware of the ECCE programme, its scope and different elements of an effective ECCE Programmes, catering to individual differences need to be identified such that the programme can be an effective mechanism, Diversity of context is one of the essential elements of ECCE programme as a Holistic development of all children to be facilitated by the programme.



OBJECTIVES

After reading this lesson, you will be able to:

- describe the elements of an effective ECCE programme;
- have awareness of the perspectives towards quality in ECCE;
- describe the diversity of context as learning fostering;
- describe the term Holistic Development and the different aspects of Holistic development.

1.1 SIGNIFICANCE OF ECCE

Compared to the other periods of life, the first six years of a child's life are very important due to fast growth and development in all domains. Research in the field of neuroscience confirms the importance of early years in a child's life. According to research, development of brain takes place at a rapid rate during these years. By the time a child is six years old, 85%-90% of brain development has taken place. As a result, this stage is considered crucial for the holistic development of children especially for the development of the brain. Any disruption in the developmental processes due to heredity or environment may affect adversely. Lack of a healthy home and school environment, lack of early stimulation, inadequate nutrition and poor health care are some of the common factors that lead to developmental delays among children. During these years, children acquire various physical-motor, cognitive, socio-emotional and language competencies. Hence, they should be provided opportunities to grow in a stimulating and engaging environment with positive experiences. Quality early care and education provided to young children through ECCE programmes enables them to acquire age appropriate knowledge and skills which further help them adjust better

in a formal school environment. Thus, it is necessary to accord prime importance to ECCE for children to develop in an integrated, holistic and healthy manner.

1.2 OBJECTIVES OF ECCE

The aim of ECCE is to provide quality care and learning opportunities to all children during their formative years for their overall development. National ECCE Curriculum Framework, 2013 has defined the objectives of ECCE. In the light of this document, let us understand its key objectives.

ECCE aims to:

- ensure that children feel safe, secure, accepted and respected
- ensure that children have good and balanced nutrition
- inculcate healthy habits, hygiene practices and self-help skills among children
- enable sound language development, skills of communication and expression
- ensure optimum physical and motor development of children as per their potential
- foster sensory and cognitive abilities of children by providing engaging, participative and stimulating activities
- promote development of pro-social skills and social competence along with children's emotional wellbeing
- prepare children for formal learning in schools



INTEXT QUESTIONS 1.1

Q. 1. Carefully read the following statements and indicate whether they are True or False.

- ECCE comprises three key terms: - 'Early Childhood', 'Care', and 'Education'.
- According to the National Policy on ECCE, 2013, there are two sub-stages of early years.
- The first six years of children's life are very important.

ASSIGNMENT 1.1

Discuss with parents in your community to find out how aware they are of the significance of ECCE.



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1.3 COMPONENTS OF ECCE

Early childhood care and education is necessary as readiness for formal education. National policy of Education (NEP) 2020 has given a great deal of importance to ECCE. ECCE is an integrated programme consisting of various components which together contribute to the development and well being of children.

The details of key components are as given below:

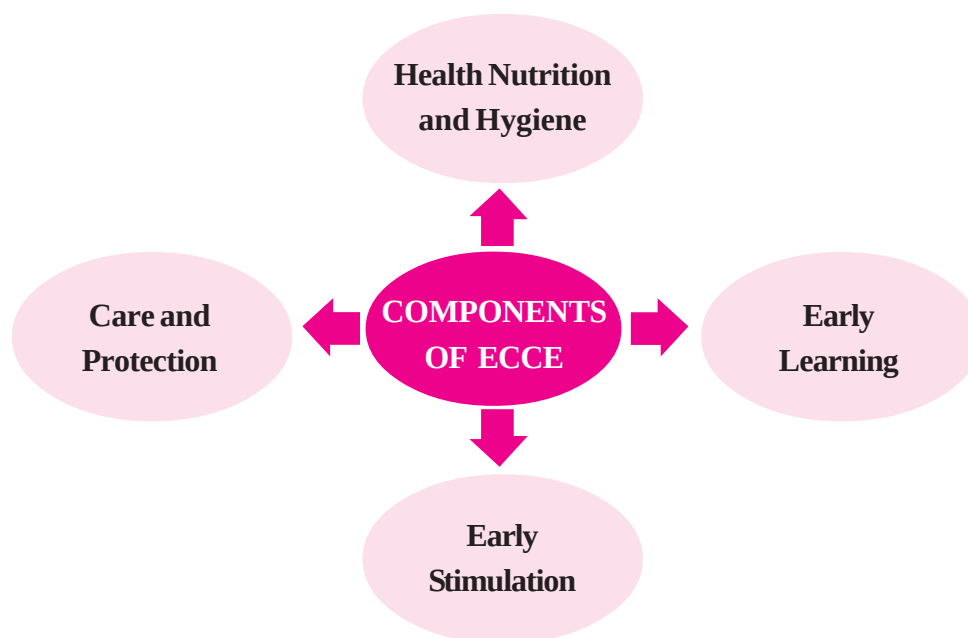


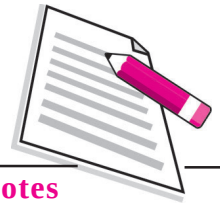
Figure: 1.1 Components of ECCE

1.3.1 Health, Nutrition and Hygiene

This component consists of providing regular health interventions to both the mother and the child. It encompasses providing prenatal and postnatal care to the mother in terms of provision of healthy nutritious food, timely immunization of the pregnant mother, regular health check-ups, stress-free environment and safe child birth at a hospital or a health centre. Similarly, all children need to be provided with a healthy and hygienic environment comprising of well-balanced and nutritious food, protection from infections, timely immunization and provision for medical care.

1.3.2 Care and Education

A physically and emotionally safe, secure and protective environment is essential for all children for their optimum growth and healthy development. Providing a caring and

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protective environment is an integral component of ECCE. It is essential for care givers to ensure psychological and socio-emotional needs of children. It can be done by responding to their needs through appropriate stimulation, supportive and warm interaction and ensuring a healthy and safe environment.

1.3.3 Early stimulation

Early stimulation refers to providing appropriate stimulating inputs through seeing, hearing, touching, smelling and tasting to children especially during their first three years of life. The goal of the stimulation is to promote children's potential by enhancing positive interactions with parents or care givers, and opportunities for exploring the environment. Existing research supports that early stimulation helps in brain development by creating neural pathways which further support learning in later years. Hence, it is important that during their early years, children are provided with a stimulating environment which is rich in a variety of age-appropriate materials, experiences and opportunities for development.

1.3.4 Early learning

Providing opportunities of early learning is yet another important component of ECCE. Children in the age group of three to six years must be provided ages and developmentally appropriate learning experiences. It is imperative to ensure access to quality education comprising of play, concrete experiences, observation, manipulation and experimentation. This helps them learn about themselves, others and the world around them.

By including these components in an ECCE programme, it can provide comprehensive education, care, and support for young children, ensuring their healthy development and preparing them for success in school and in life.



INTEXT QUESTIONS 1.2

Q. 1. Fill in the blanks with the appropriate word(s) from the options given in brackets.

- (a) Health, Nutrition and Hygiene are the of ECCE.
(Components/ development)
- (b) It is essential for care givers to ensureand.....needs of children. (psychological and socio-emotional/physical and financial)



- (c) Early stimulation helps in by creating neural pathways.(brain development/ skill development)
- (d) ECCE is helpful in..... development of children.(Holistic/ mental)

1.4 PERSPECTIVES TOWARDS QUALITY IN ECCE

1.4.1 ECCE in the Indian Context

There has been a growing awareness about the importance of early years and the need for providing quality early care and learning opportunities to young children. Many educational thinkers have contributed to the field of ECCE, expressing their thoughts about the way children grow, think and develop. In India, the early pioneers of early childhood care and education include Gijubhai Badheka, Tarabai Modak, and Maria Montessori. Gijubhai Badheka believed that good education is very important for the proper development of children. For this, he founded 'Bal Mandir', a pre-school in Bhavnagar, Gujarat in 1920. Tarabai Modak also made significant contributions in the field of pre-school education in India. In 1926, she founded the Nutan Bal Shikshan Sangh inerstwhile Bombay, now Mumbai. Here, children from different backgrounds learnt through activities and real-life experiences. The Montessori Method founded by Maria Montessori is an approach to preschool education. It has had a profound influence on the lives of young children all over the world. It is intended to support the natural development of children in a well prepared environment.

The writings of great Indian educational thinkers such as Mahatma Gandhi, Rabindra nath Tagore and Zakir Hussain have also drawn attention to the care and education of children during the formative years of life. They opined that education to children must be imparted in their mother tongue and should be closely connected to their social and cultural environment and the community in which children and their family live.

At present, ECCE services in India are made available through public, private and non-governmental organizations. The Government of India has made significant contributions to improve the accessibility and quality of education provided to young children. In 1975, Integrated Child Development Services (ICDS) Scheme was launched by Government of India to address health, nutrition and the development needs of children under six years. It is a unique and an integrated programme for early childhood care and development. It also encompasses the care of pregnant women and lactating mothers. The focus on ECCE in the Five Year Plans and formulation of the National Early Childhood Care and Education Policy, 2013 in India has further opened opportunities of access to quality care and early education by young children.



Private un-aided ECCE centres such as nurseries, kindergartens and pre-primary sections in private schools also deliver pre-school education in the country, especially in urban areas. In addition, several NGOs have also been conducting the ECCE programmes.

1.4.2 ECCE in the global context

The importance of ECCE has been recognized globally as well. It started in 1989 with the United Nations Convention on the Rights of the Child (UNCRC) which is an international agreement for child rights. It intended to protect and promote the well being of children in terms of their survival, health, education and protection. The World Conference on Education for All held in Jomtien, Thailand in 1990 emphasized that ‘learning begins at birth’ and promoted early care education as a must, that needs to be provided through the involvement of families and communities. In addition, the World Education Forum held in Dakar, Senegal in April 2000 also reiterated the importance of ECCE. It reaffirmed that education is a fundamental human right, and set objectives for achieving Education for All (EFA) goals to ensure basic education for all children.

World Education Forum held in 2015 at Incheon, Republic of Korea, set up the goal for sustainable development recognizing the important role of education as a main driver of development by 2030. The Sustainable Development Goal 4 targets that, “by 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education, so that they are ready for primary education”. In line with these global commitments, India is striving to ensure access to quality ECCE to all children of the country.



INTEXT QUESTIONS 1.3

Q. 1. Carefully read the following statements and indicate whether they are True or False.

- (a) Gijubhai Badheka believed that good education is very important for the proper development of children. (Yes/No)
- (b) ECCE services in India are made available through non-governmental organizations only. (Yes/No)
- (c) Integrated Child Development Services (ICDS) Scheme was launched in the year 1974. (Yes/No)



- (d) Sustainable Development Goal 4 is related to access to quality education. (Yes/No)

ASSIGNMENT 1.2

Prepare the list of various activities which will enhance the quality of ECCE Programme.

1.5 ESSENTIAL ELEMENTS OF THE QUALITY OF EARLY CHILDHOOD CARE AND EDUCATION PROGRAMME

Quality in Early Childhood Care and Education has been recommended widely and 'Quality start' is the entitlement of every child, and responsibility of every parent and educator. While defining 'quality' in the context of ECCE, it may be suggested that it would encompass all those issues which would contribute to quality experiences for children.

While assuring quality, it is important to take note of those who are involved in a variety of services and across different sectors in the area of ECCE. In an ECCE setting both teachers and children come from a range of backgrounds, disciplines and experiences. Teachers are entrusted with the challenging responsibility of care and education of all these young children. Although a high quality ECCE programme is flexible, teachers need to do a lot of prior planning to make it balanced, suitable and appropriate to children's needs, interests and abilities.

There are several essential elements that contribute to a high-quality early childhood care and education programme. These include:

1.5.1 Qualified and trained teachers

Teachers play a critical role in the development and education of young children. They need to have the knowledge and skills to provide a safe, nurturing, and stimulating learning environment. Teachers should also be trained in child development, child psychology, and pedagogy.

1.5.2 Developmentally appropriate curriculum

The curriculum should be designed to meet the developmental needs of children in the age group that the programme serves. The curriculum should be designed to be fun, engaging, and promote learning through play.

1.5.3 Safe and stimulating learning environment



The learning environment should be safe, clean, and conducive to learning. It should be designed to promote exploration, discovery, and creativity.

1.5.4 Adequate resources

The programme should have adequate resources, such as age-appropriate books, toys, and learning materials, to support children's learning.

1.5.5 Parent involvement

Parents play a critical role in their child's development and education. The programme should involve parents in their child's learning and development by providing opportunities for parent-teacher conferences, parent education, and family events.

1.5.6 Health and nutrition

A quality ECCE programme should promote good health and nutrition practices. The programme should have policies in place for hand-washing, healthy eating, and physical activity.

1.5.7 Continuous assessment and evaluation

The programme should have a system in place to continuously assess and evaluate children's progress and adjust the curriculum and teaching strategies accordingly.

1.5.8 Inclusion

A quality ECCE programme should be inclusive and welcoming to children from diverse backgrounds, including those with special needs. It should have policies and practices in place to support the needs of all children.

1.6 ESSENTIALS TO ENSURE THE QUALITY OF ECCE PROGRAMME

Ensuring the quality of Early Childhood Care and Education (ECCE) programmes in India requires a comprehensive approach that involves multiple stakeholders. Here are some specific steps that can be taken to ensure the quality of ECCE programmes:

1.6.1 Develop and implement a National ECCE Policy

The development and implementation of a National ECCE Policy can help to ensure that all ECCE programmes in India meet high-quality standards. This policy should be

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developed in consultation with stake holders and should be regularly reviewed and updated.

1.6.2 Improve the training and qualifications of ECCE teachers

In India, many ECCE teachers lack formal training and qualifications. Improving the training and qualifications of ECCE teachers can help to improve the quality of ECCE programmes. This can be achieved through the development of training programmes and certification schemes.

1.6.3 Develop and implement a comprehensive assessment and evaluation framework

A comprehensive assessment and evaluation framework should be developed and implemented to monitor the quality of ECCE programmes in India. This framework should cover all aspects of the programme, including curriculum, teacher-child interactions, and the learning environment.

1.6.4 Increase parental and community involvement

Parents and the community can play an important role in ensuring the quality of ECCE programme in India. Increasing parental and community involvement can be achieved through the development of parent and community outreach programmes.

1.6.5 Provide resources and infrastructure

Many ECCE programme centres in India lack adequate resources and infrastructure. Providing resources and infrastructure, including books, toys, and learning materials, can help to improve the quality of ECCE programmes.

1.6.6 Implement a child-centred curriculum

The curriculum should be based on the needs and interests of young children in India. It should promote social, emotional, cognitive, and physical development and should be designed to meet the individual needs of each child.

1.6.7 Strengthen coordination and collaboration

Coordination and collaboration between government agencies, NGOs, and other stakeholders can help to improve the quality of ECCE programmes in India. This can be achieved through the development of a national network of ECCE providers.

By implementing these steps, one can ensure that all young children have access to

high-quality ECCE programmes that promote their healthy development and prepare them for success in school and in life.

1.7 HOLISTIC DEVELOPMENT OF ALL CHILDREN

Holistic development means developing the whole child. Holistic development refers to a child's development in all aspects of development—physically, socially, emotionally, intellectually and morally/spiritually.

Humans are complex creatures that develop in multiple areas. This development happens at different rates, in different ways and uniquely for each child. While there are separate areas of growth and development, they all need to develop simultaneously and they all work together to form the whole child.

For children to succeed and reach their full potential, all aspects of their development must be given attention. While it may be easy to default in focusing on a child's intellectual abilities during the early years, it is equally important for a child to develop skills such as: emotional intelligence, confidence, social ability, compassion, fine and gross motor coordination, creativity etc.

1.8 DIFFERENT ASPECTS OF HOLISTIC DEVELOPMENT

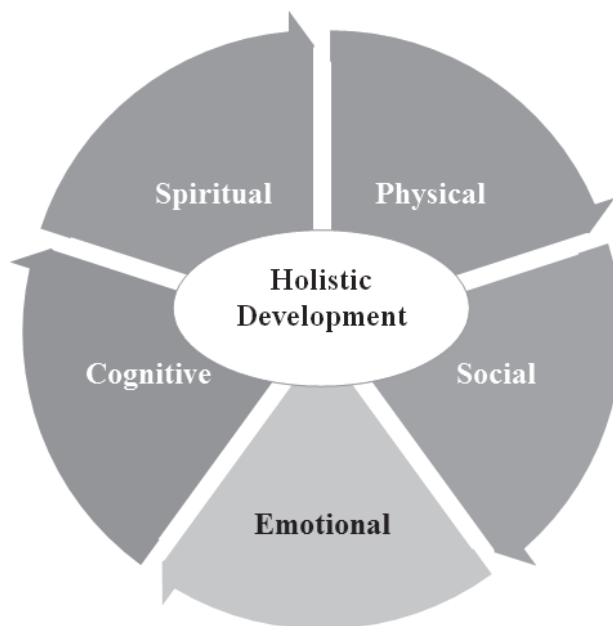


Figure: 1.2 Different aspects of Holistic Development



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The following aspects of the holistic development are:

1.8.1 Physical Development

Physical development refers to the changes that occur in the body and its various systems over time. These changes can include growth, maturation, and the development of motor skills, coordination, and physical abilities. A child's motor and physical development depends on four things: the development of the brain and body parts, the control a child has over each body part, how a child learns about their body and learning to use all parts of their body.

A child's physical skills are an important part of the holistic development and affect all areas of a child's growth and learning. Children need to develop physically in early childhood so that they can do their everyday tasks.

Motor skills are the ability to move and control the body's muscles to perform various tasks and activities. Motor skills are necessary for children to become physically independent. Motor skills can be categorized into two main categories:

- (a) **Gross motor skills** involve using large muscles in the body to perform tasks such as walking, running, jumping, and throwing. These skills typically develop during infancy and early childhood and continue to improve throughout childhood and adolescence.
- (b) **Fine motor Skills** Fine motor skills involve using smaller muscles in the body, such as those in the hands and fingers, to perform tasks such as writing, drawing, and manipulating small objects. These skills typically develop later than gross motor skills and are more complex in nature.

1.8.2 Factors that Influence Physical Development

1. **Genetics:** Genetics plays a significant role in physical development. Traits such as height, body shape, and muscle mass are largely determined by genes inherited from parents.
2. **Nutrition:** Proper nutrition is essential for healthy physical development. Adequate intake of nutrients such as protein, vitamins, and minerals is necessary for the growth and maintenance of bones, muscles, and other tissues.
3. **Physical activity:** Regular physical activity is important for building muscle strength, improving bone density, and maintaining a healthy weight. Lack of exercise can lead to weaker bones, poor muscle tone, and an increased risk of obesity.



4. **Sleep:** Adequate sleep is crucial for physical development, as growth hormones are primarily released during sleep. Lack of sleep can interfere with the production of growth hormones, leading to stunted growth and development.
5. **Environment:** Environmental factors such as exposure to toxins, pollution, and radiation can affect physical development. In addition, access to safe water and sanitation facilities can have a significant impact on overall health.
6. **Illness and disease:** Illnesses and diseases can also affect physical development. Chronic illnesses such as asthma, diabetes, and heart disease can have long-term effects on growth and development.
7. **Hormones:** Hormones play a significant role in physical development, especially during puberty. Hormonal imbalances can lead to delayed or abnormal physical development.

Overall, physical development is influenced by a complex interaction of genetic, environmental, and lifestyle factors. A balanced diet, regular exercise, adequate sleep, and a healthy environment can promote optimal physical development.

1.8.3 Social Development

Social development refers to the process by which children learn to interact and communicate with others in their society. It encompasses the development of social skills, such as communication, empathy, cooperation, and conflict resolution, as well as the acquisition of cultural norms and values.

A child's social development involves learning to communicate effectively with others and form mutually satisfying relationships and friendships. Social Development always starts at home and influences all relationships outside the home.

There are many kinds of social skills including developing good manners, taking turns, sharing, showing kindness, negotiating, taking lead and following, expressing needs clearly and respectfully and cooperating.

1.8.4 Factors that influence social Development

1. **Parenting and family environment:** The quality of parenting and family environment has a significant impact on social development of a child. Positive and supportive family environments can provide children with a sense of security, trust and help them develop healthy social skills.



2. **Education and schooling:** Formal education and schooling provide opportunities for children to develop social skills through interactions with peers and teachers.
3. **Cultural and societal norms:** Cultural and societal norms also play an important role in social development of a child. For example, some cultures may pay a greater emphasis on collectivism and group harmony, while others may prioritize individualism and self-expression.
4. **Peer relationships:** As children grow and begin to interact more with their peers, their social skills are further shaped by these relationships. Positive peer interactions can help children learn important social skills, such as sharing, caring, taking turns, and resolving conflicts.
5. **Socio-Economic status:** Children from different socio-economic backgrounds may have different experiences that impact their social development. For example, children from low-income families may have fewer opportunities to engage in social activities or may face social stigma due to their economic status.
6. **Personality traits:** Every child has a unique personality that can influence their social development. Some children may be naturally more outgoing and social, while others may be more reserved or shy.

1.8.5 Emotional Development

Emotional development is the ability to understand and manage your emotions in a healthy way and can even affect children in their future careers. One of the best ways to support a child's emotional development is to provide a routine and create a learning environment that is safe to explore. With guidance, children must develop things like independence, a feeling of responsibility, healthy self-esteem, feelings of competence, perseverance, and ability to cope with disappointments.

1.8.6 Factors that influence Emotional Development

1. **Genetics:** Genetic factors can impact emotional development by influencing temperament and personality traits. Some individuals may be predisposed to be more emotionally reactive or resilient.
2. **Parenting:** Parenting styles and the quality of parent-child relationships can have a significant impact on emotional development. Warm, responsive, and consistent parenting can promote healthy emotional regulation and social skills.



3. **Environment:** The quality of the environment in which a child grows up can affect emotional development. Exposure to trauma, violence, or neglect can have long-term effects on emotional functioning.
4. **Culture:** Cultural values and norms can influence emotional development by shaping expectations for behaviour and emotional expression. Cultural attitudes toward emotions may impact how children learn to regulate and express their emotions.
5. **Education:** Education can provide opportunities for emotional development by teaching social and emotional skills. School environments can also provide opportunities for positive social interactions and emotional support.
6. **Peers:** Peer relationships can have a significant impact on emotional development. Positive interactions with peers can promote emotional regulation and social competence, while negative interactions can lead to emotional difficulties.
7. **Media:** Exposure to media, including social media, can impact emotional development by shaping attitudes and beliefs about emotions and social behaviour.

Overall, emotional development is influenced by a complex interplay of genetic, environmental, and social factors. Promoting positive parent-child relationships, providing opportunities for emotional support and social learning, and fostering a healthy environment can all contribute to healthy emotional development.

1.8.7 Cognitive Development

Cognitive development refers to a child's intellectual skills, growth and change in intellectual abilities. It includes how a child processes information, his understanding of concepts, his ability to learn expressive and receptive language and his perceptual skills, memory, problem-solving and reasoning that occur throughout childhood and adolescence.

1.8.8 Factors that influence Cognitive Development

Here are some factors that influence cognitive development:

1. **Genetics:** Genetic factors play a significant role in cognitive development. The structure and function of the brain are largely determined by genetic factors inherited from parents.



Notes

2. **Environment:** The environment also plays an important role in cognitive development. Factors such as nutrition, exposure to toxins, and stress can affect brain development and cognitive abilities.
3. **Stimulation:** Stimulation and experiences can impact cognitive development. Exposure to a variety of experiences, such as reading, music, and play, can promote cognitive growth.
4. **Education:** Education is a key factor in cognitive development. Schooling provides opportunities for learning, problem-solving, and critical thinking, all of which contribute to cognitive growth.
5. **Culture:** Cultural influences can impact cognitive development. Different cultures may emphasize different cognitive skills and values, leading to differences in cognitive abilities.
6. **Brain plasticity:** The brain's ability to change and adapt, known as brain plasticity, plays a significant role in cognitive development. The brain's structure and function can be altered by experiences, leading to changes in cognitive abilities.

Overall, cognitive development is influenced by a complex interplay of genetic, environmental, and social factors. Promoting a healthy environment, providing opportunities for stimulation and learning, and fostering a positive learning environment can all contribute to healthy cognitive development.

1.8.9 Spiritual Development

Spiritual development is an important aspect of a child's holistic development and can have a significant impact on their overall well-being. Spiritual development involves the child developing their own moral code, sense of right and wrong and values. It is also about children's developing personalities and how they view themselves. How a child interacts with his environment is also part of his spiritual development. To encourage holistic development in the early years, children must be given many opportunities and activities that develop multiple skills simultaneously.

1.8.10 Factors that influence Spiritual Development

There are many factors that can influence a child's spiritual development. Here are some of the most common ones:

1. **Family and Culture:** Family and cultural background play a significant role in shaping a child's spiritual development. The beliefs, values, and practices of the family and community can strongly influence a child's beliefs and attitudes towards spirituality.
2. **Role Models:** Role models, such as parents, grandparents, teachers, and

- religious leaders, can provide positive examples of spiritual behaviour and practice, which can inspire and influence a child's spiritual development.
3. **Experiences:** Life experiences, such as illness, loss, trauma, or other significant events, can influence a child's spiritual development by raising questions about the meaning of life and death.
 4. **Education:** Formal and informal education can play an important role in shaping a child's spiritual development by providing knowledge, guidance, and opportunities for reflection and exploration.
 5. **Environment:** The physical environment, including natural surroundings, architecture, and religious spaces, can affect a child's spiritual development by providing a sense of peace, tranquillity, or inspiration.
 6. **Media and Technology:** Media and technology can influence a child's spiritual development by exposing them to different beliefs, practices, and values, as well as providing access to educational and spiritual resources.

It's important to note that every child's spiritual development is unique, and multiple factors can influence their beliefs and attitudes towards spirituality. As teacher and parents, it's important to provide a supportive and nurturing environment that allows the child to explore and develop their spiritual identity in a safe and positive way.



INTEXT QUESTIONS 1.4

Q.1. Following questions contains statements in two columns that must be matched. Match the statements in Column A with their correct counterparts in Column B.

A	B
(a) Holistic development	(i.) Using large muscles
(b) Gross motor	(ii.) Child's development in all areas of development
(c) Fine motor	(iii.) Developing their own moral code, sense of right and wrong and values.
(d) Spiritual Development	(iv.) Using smaller muscles

1.9 STAGE WISE VARIOUS ACTIVITIES FOR HOLISTIC DEVELOPMENT OF CHILDREN

The development of various skills within every aspect of development is a co-process.



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The aspect of development are all interrelated. Children's learning does not occur in narrowly defined subject areas; development and learning are integrated. Any activity that stimulates one dimension also affects other dimensions. For example, storytelling in the classroom: 3-year-olds will listen to very short stories. Their interest can be retained with the use of puppets and the accompanying play of words or rhymes.

The narration of the story will also help children understand sequences, explore their own emotions, and focus on the language. By inculcating the skill of listening in children, the teacher will help them gain competence even in expanding their vocabulary and widening their cognitive range. Every activity addresses several domains, since all domains are interrelated and every activity has the potential to contribute to development.

As the focus of development in different stages of early childhood is different, it becomes essential to know about which domain of activities acquire prominence in which stage of early childhood development. We discuss the activities for children in the following section.

1.9.1 Activities for Children under 3 years of age

Focus on health, nutrition and early psycho-social stimulation through free play and a lot of adult child interaction. Example of activities: infant games, traditional songs & syllables. Access to a variety of play materials, individualized adult attention and interaction, opportunities to explore, early introduction to stories, infant books, drawings, etc. in a safe, spacious and clean environment.

1.9.2 Activities for Children between 3 to 4 years

Planned play based programme for all round development with more of free play. continuous opportunities, more free but some guided, for adult-child, child to child interaction and interaction with play materials and environment through a variety of individual, small group and large group activities. opportunities to listen to stories, learn rhymes, create, indulge in imaginative play, ask questions, and do simple problem solving, experiment to promote active and interactive learning and generally have a 'feel good' experience for a positive self-image.

1.9.3 Activities for Children between 4 and 6 years

1. **Reading Readiness:** Through picture-sound matching, shapes, phonetics, increase vocabulary, verbal expression, developing bond with and interest in reading picture books, storytelling, charts etc.
2. **Writing Readiness:** Through activities, stimulating eye hand coordination,



Notes

- interest in writing, left to right directionality.
- Mathematics:** developing skills in classification, seriation, pattern making, reasoning, problem solving and forming concepts: pre number and number concepts and space concepts and vocabulary, environment concepts.
 - Motor development:** Fine motor development through activities such as beading, peg-boards and puzzles and large muscle development through running, jumping, balancing activities etc.
 - Creativity and aesthetic appreciation:** Creative drama, cultural activities, field trips etc. The programme should be relevant to individual and societal needs. The age demarcations are indicative and the activities have to be planned according to the developmental level of the children.

1.9.4 Domain wise Activities for Fostering the development in Early Years

Physical		Sensory	Cognitive	Language and	Emotional	Personal	Social
Gross motor	Fine motor	Development	Development	communication	Development	Development	Development
Racing Games exercise pushing pulling stretching bouncing sliding rocking drawing catching kicking rolling swimming climbing balancing hoping Jogging gardening cycling nature walk	Finger play, Block building, action song, Thread- ing, stitching, tearing, cutting, pasting, paper drawing, colour- ing, painting, chalk/ slate drawing, pattern making	Hearing, tasting, smelling, seeing, feeling, activities, water play, sand play, create art, Clay work, tearing, Finger painting, using ma- nipulative material	Natural science, Experienc- es, nature walk, Mathemat- ics, Matching, Naming, classifying, identifying, sorting, sequencing, discussions, puzzles, Riddles, sand and water play, festival cel- ebration, cooking, gardening, blocking, play	Rhymes stories con- versations informal talks, books, pictures/ charts, reading, labelling, puppetry, play games, riddles, doll play, draw and talk audi- tory, and visual games	Music and dance, creative drama, action play and games, collage work, care of animals and gar- den	Role play, doll play, meal time activities, clean- ing and grooming, self-clear- ing and tidying up	Songs, rhymes, puppet, activities, drama- tization, group team games, building blocks, sports, festival celebra- tions, par- ticipation in daily chores and routine

Table 1.1 Activities for Fostering The Development in Early Years



INTEXT QUESTIONS 1.5

Q. 1. Fill in the blanks with the appropriate word(s) from the options given in brackets.

- (a) Hearing, testing, smelling are the example of (Sensory/Social Development)
- (b) Classifying, identifying are the example of (Cognitive/Social Development)
- (c) Language and communication are important domains of child (Holistic/Cognitive Development)
- (d) Group or team games is helpful in development. (Social/Sensory Development)

1.10 DIVERSITY OF CONTEXT AS LEARNING FOSTERS

In the classroom where children come from different backgrounds by nature which includes abilities, interests, attitudes and aptitudes. Despite the similarities and the fact that they exist like a group, where each child is unique and has an individual learning style and its needs. Classroom is the home for children from different regions, cultures, religions, languages, socio-economic backgrounds and traditions. An important role of the teacher in the ECCE programme is to make students familiar with learning needs and also to understand the implication and implement the planning and teaching and learning according to the needs.

1.10.1 Understanding Diversity

In the ECCE programme, in classroom teachers can link food habit of families during different cultural festivals while teaching a lesson on food.

1.10.2 Classroom Scene

Rohani is excited today and not able to concentrate on her class work given by her teacher. She is eagerly waiting for the lunch break as today, it is her turn to share her favourite festival food and details activities that take place in the festival with the entire class. This is how the teacher should link the lesson on food with the daily lives of students. She should attempt to sensitize the students that different people and different regions serve different food on festivals and special occasions.

Let us reflect on the classroom scene:



- Are all children of the class being involved in this activity?
- Has the teacher been able to sensitise the children about the diversity in the class?

1.10.3 Defining Diversity

The term diversity comes from the Latin word ‘diversus’ which indicates the differences.

Diverse means differing from each other and made up of distinct characteristics, quality, or elements’. India being a country with a large population, presents endless varieties of physical features and cultural patterns and practices.

It is a land of diversity in race, religion, caste, language, and so on. In the classroom and school also we see diversify in term of race, gender, age and social status. Hence, we need to be equipped to address it in the classroom. The case discussed in the beginning of this lesson, where Rohani’s teacher has initiated a food festival food sharing exercise to highlight cultural and regional differences is a simple initiative the teacher has taken to make children aware of existing diversity among their peers besides linking the curriculum with daily life.

Diversity, therefore, consists of visible and invisible factors in children’s life, which includes personal characteristics such as socio-economic background, culture, personality and work style. The term diversity which indicates various characteristics or differences without any judgment attached to the differences or unique characteristics. Diversity also recognizes acceptance and respect to individual differences, irrespective of the origin. School provides the opportunities for mutual and collaborative learning with diverse groups and exploration and celebrations in safe, positive and nurturing environments. Diversity might also be understood as the combination of characteristics and uniqueness of members of diverse groups. Understanding diversity is important for engaging with the individuals who may think, act or work differently from us.



INTEXT QUESTIONS 1.6

Q.1. Carefully read the following statements and indicate whether they are True or False.

- (a) The term diversity comes from the Greek word ‘diversus’.
- (b) Diverse means differing from each other and made up of distinct characteristics, quality, or elements’.



Notes

ASSIGNMENT 1.3

Can you recall having met children of a race different from yours? Did you observe any similarities/differences between them and you? Write your observations.

1.11 FACTORS LEADING TO DIVERSITY AND THEIR IMPLICATIONS IN LEARNING

RACE: Race means humans based on shared physical or social qualities divided into groups. In common parlance viewed as distinct within a given society. Race is one of the factors of diversity and it has implications in the learning environment of the children's life in the school. Children with different physical features may not affect the classroom processes directly but may have implications for classroom dynamics. Like, tall children are often selected for sports, children with a fair complexion may generate more appreciative comments whereas a particular colour or shape of eyes may not be easily accepted by others. A child with a fair complexion may be the first choice of the teacher for the role of king/queen/ fairy, making other children think that kings/queens/ fairies are only fair skinned. This creates stereotypes that are avoidable. Diversity in physical traits associated with race, is a natural phenomenon and needs to be accepted.

1.11.1 Multilingualism

Multilingualism is a factor of diversity where the presence of the different groups of the children speaking different languages is in the school and classroom environment. In India, each state has its own language. It is not just the accent, but the dialect that also changes from region to region. Multilingualism is the act of using, or promoting the use of, multiple languages, either by an individual speaker or by a community of speakers. The ability to speak in more than one language is appreciated and respected globally. With increased mobility of people in search of work and food, children from different geographical regions speaking different languages end up studying together. With the Right to Education, all children are expected to be in school. Many a times, it has been observed that children struggle to follow the teaching taking place in the class due to the divide between home and school language. Only when the medium of instruction in the school is the same as the one used at home, can learning become effective. That is when the dropout rate will fall.

The divide between the medium of instruction and home language must be overcome by teachers gradually by respecting and accepting the home language and building upon the strength in one language to facilitate the learning of the second and third language. We all use language to communicate with each other, but persons who



cannot hear properly use sign language to communicate. Similarly, persons with vision difficulties use Braille script to write and take notes. Thus, we can say that another dimension of multilingualism is recognizing and valuing sign language and Braille as a medium of communication just like any other language of the country.

1.11.2 Ethnicity

School is home for learners belonging to different population groups or sub groups of children with common cultural backgrounds and sharing common culture. Ethnicity refers to belonging to a social group with common regional and cultural traditions. This factor greatly impacts text books, curriculum, pedagogy as well as the school's day-to-day functioning. Each ethnic group has its own customs, art and artefacts, clothing style etc. The child belonging to these groups brings diverse and rich experiences to the classroom which can enrich the peers as well. These local customs and traditions have direct bearing on the education system. The textbook, curriculum, school working days, scheduling of holidays, school timings, medium of instruction etc. are all affected by ethnicity. It is also important to integrate the wide range of cultural arts and artefacts in the curriculum and the everyday routines of the classroom.

The school administration and the teacher need to find ways and means to facilitate the learning experience of all children enrolled and acknowledge their ethnicity. The teacher can organize special festivals, food day, dress day, story day, invite parents and give out activity sheets to sensitise children about the different ethnic groups in the class.

1.11.3 Gender

The layman understands gender as male and female. Gender needs to be understood in terms of social and cultural identity associated with being a boy or a girl. 'Sex' is a term closely related and often used interchangeably with gender. Sex is a biological characteristic whereas gender is a social characteristic. Biological characteristics of sex are determined by genes, hormones and male-female reproductive organs.

Understanding gender in terms of social cultural identity involves realizing the expected social characteristics and behaviours expected from a boy or a girl. Children's toy preferences are significantly related to parental sex-typing, such as girls playing with dolls and boys participating in sports.

In the Indian context, both the father and the mother encourage traditional gender roles in their children. Core gender identity is usually formed by the age of three years. After that, it is extremely difficult to change, and attempts to change it can be difficult. Both biological and social factors influence its formation.

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The desired modification in the teaching learning process includes creating a learning situation which allows equal participation of both genders. Similarly, while encouraging children to be physically active in the ECCE centre, the teacher should take care that the girls equally participate in the activities like running, climbing, playing with a bat and ball, football etc. and involving boys in playing with dolls, kitchen set and doll houses.

1.12 PROMOTING GENDER-EQUITABLE PARTICIPATION OF ALL CHILDREN IN LEARNING

1.12.1 Choosing the right toys/Teaching Learning Material (TLM)

The ECCE centre usually relies heavily on play and toys. These toys can play a significant role in building a gender-friendly centre. The ECCE teacher should be concerned about the skills being taught by the toy/play material.

For example, a ball may be used to develop motor skills and for teaching about spheres. A doll will aid in teaching about the body parts. A gender-sensitive teacher would choose a doll, a car, or building blocks for a child to play with on the basis of the skills each toy develops and not according to the sex of the child. Teachers can choose gender-neutral toys like puzzles, blocks, clay etc. to encourage both the genders to use and play with them.

1.12.2 Telling stories

Children enjoy listening to stories and narrating them. Stories provide an opportunity for language development and present the curricular content in an interesting manner. Carefully chosen stories will also help in building gender equitable and sensitive classrooms. While deciding the stories, pay attention to the characters in the tales and how the different sexes are portrayed in the story and the characteristics assigned to boys and girls. Are all males working outside the house, in farms or factories or in offices in the story? Are the women always depicted as fair and beautiful? Are fairies always girls? Are villains always men of huge size? Are girls depicted as working in the kitchen, doing household chores? After telling the story, engage children in a discussion by asking questions related to role reversals of characters. Tell a story where the mother instead of the father goes to the office and the father prepares food. The mother goes to the market to buy equipment and the father cleans the house. The parents of the mother live with the family, etc.

1.12.3 Encouraging fair play

Instead of encouraging girls to play with kitchen sets, arrange all the toys within easy reach of all children and allow choices without telling children of a particular gender



what to play with or what not to play with. Let children decide what they want to play with. Offer structured time to play with kitchen set, ball, swings etc. to all children. Provide opportunities for all children to play outdoor games like cricket, hockey, kho-kho, kabaddi, football etc.

1.12.4 Encouraging friendships

Encourage children to be friends with both genders. If adults relate to a girl and a boy playing together as “a cute pair”, it may bring unnecessary tension, polarity and confusion to the friendship. Encourage team play with each team having boys and girls instead of always selecting the easiest way to create two teams based on the sex.

1.12.5 Avoiding gender-based work distribution

When looking for volunteers to help you with the distribution of food at lunch time or while arranging toys, allow children to volunteer for the work. Boys might show interest in distributing the food and plates while girls might like to arrange toys. If you see gender divide, then encourage gender parity with the request like, “Pankaj, would you like to help me in distributing food/ plates/ spoons etc?” or “Tanu, would you like to help me tidy up the toys please?”



INTEXT QUESTIONS 1.7

Q.1. Answer the following questions.

List one way a teacher can promote gender equitable participation in each of the situations listed below:

- (a) Choosing toys
- (b) Telling stories
- (c) Fair play
- (d) Friendship
- (e) Work distribution

1.13 SOCIO-ECONOMIC STATUS

This is one of the major factors responsible for diversity in the classroom. Those belonging to lower or higher socio-economic groups need to be given due space in the text books, curriculum and classroom activities. All children should be treated as equal

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irrespective of their socio-economic background. Uniforms for school children were perhaps initiated with the same philosophical assumption. The diversity due to socio-economic status is more apparent in those ECCE centres where children are not expected to wear a uniform, leaving them free to dress in casuals or home wear or home clothes. The diversity in the clothes worn by the children indicates a lot about the financial and social status of the family. The same is also true about their school bags and the school stationery (geometry box, lunch box, pencil, crayons etc.)

Diversity due to socio-economic status can be utilized as a teaching learning resource as each child brings with them their own experiences to the classroom which can be shared and used for teaching learning.

1.13.1 Age

Age is one of the constituent factors in the learning process and ECCE programme of the children's life. On the basis of the age the introduction of the various activities need to be inculcated in the ECCE programme.

1.13.2 Level of Physical

Level of physical activity creates another group of diversity in the existing group of the children; there are standard requirements for different games that have been practised at the various levels of the physical activities.

1.13.3 Religious Beliefs

Religious beliefs in India have legal protection under the constitution of India. These refer to beliefs related to God, creation of humanity, rituals, festivals etc. All religions have equal rights. India is probably the only country in the world which is home to so many religions like Hinduism, Islam, Christianity, Sikhism, Jainism, Buddhism etc. For many people, religion is an important part of daily life. Religious values, beliefs and customs are shaped by the family of the child.

Children carry their experiences of religious practices from home and community to the classrooms. Children should be encouraged not only to recognize these differences but also to appreciate the differences. Each religion has its own set of festivals which can be identified with their special rituals and decorations.

The diversity that exists in religious beliefs provides an opportunity to teachers to promote the ideas of secularism and teach children that all religions are equal and deserve to be treated with respect. They need to be provided with an opportunity to



express themselves either through drawings, poems or stories or verbally. The main festivals of various religions could be discussed in the classroom with regard to:

- when is it celebrated
- how it is celebrated
- special food prepared
- what role they have in celebrations
- how they feel during the celebrations

1.13.4 Learning Style

Learning styles is one of the factors of diversity on the basis of cognitive development of the children, activities under the ECCE programme must be designed according to the classroom learning requirements and giving the importance of the learning style as well.

Variation in cognitive style adds variety to the classroom and has direct implications for the educational administrators as well as the teachers. The class teacher must adopt teaching methods to cater to all the children in the class. Teaching a concept to cater to different learning styles benefits the whole class. This may require using different methods for teaching the same thing, resulting in reinforcement and promoting better learning. For example, while narrating a story, the teacher can use a story book with the narration. This will cater to both the auditory learner and the visual learner. Auditory learners enjoy listening to the story while visual learners enjoy the words and pictures in the book with the narration.

The benefits of classroom diversity are both academic and socio-emotional. Teachers must give importance to creating diverse learning opportunities for children thereby exposing them to diverse experiences. This will make a positive impact on their development and immensely impact the society.

1.13.5 Caste

In India, caste is a system of classification determined by birth. Caste can be defined as a system of rigid social categories characterized by hereditary status and social barriers sanctioned by custom, law, or religion. In the Indian context, caste refers to a social group to which membership is decided by birth. Members of a caste group are usually endogamous in that they tend to marry among themselves. Castes are broadly divided into:

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- Scheduled Castes
- Scheduled Tribes
- Other Backward Classes
- Forward Classes

Socially, the caste system involves division of people into social groups (castes) where duties and rights are determined by birth with hardly any flexibility. The basic rights and duties among various castes are both unequal and hierarchical. The school, a place of education, should propagate equality and equity and promote no discrimination based on caste. Some issues faced by schools pertaining to discrimination are during distribution of mid-day meal, seating arrangement, and involvement of children in learning activities. Another notable practice observed is related to the school site. If the place where the school is to be set up is near the residence of lower caste people, people from upper castes may not be willing to send their children. In a reverse situation, children from lower castes may feel shy, discouraged and hesitant to study in schools located close to the residence of upper caste people.

1.13.6 Home and School Language Divide

Home and school language divides the student's communication and their language understanding and expression. The different language background also plays a significant role for developing understanding in diverse groups of children.



INTEXT QUESTIONS 1.8

Q.1. Carefully read the following statements and indicate whether they are True or False.

- Children should be discouraged from expressing or sharing their religious beliefs with their peers.
- Each child has her/his own style of learning.
- Auditory learner enjoys listening to stories.
- Children learn through discussions and debates in a group.
- Children carry their experiences of religious practices from school to home.

ASSIGNMENT 1.4

Create a diversity profile of your neighbourhood. The following format may be useful in creating it.



Factors of diversity	Number of families
Race	
Ethnicity	
Gender	
Religion	

**WHAT YOU HAVE LEARNT**

In this lesson, you have learnt that:

- The components of the effective ECCE programme.
- The Perspectives towards quality in ECCE- ECCE in the Indian context and ECCE in the global context.
- Essential elements of the quality of early childhood care and education programme.
- Essentials to ensure the quality of ECCE programme.
- The term Holistic Development, different aspects of Holistic Development and factors that influence the different aspects of Holistic Development.
- Stage wise various activities for holistic development of children.
- The diversity of context as learning fostering.
- Factors leading to diversity and their implications in learning.
- Promoting gender-equitable participation of all children in learning.

**TERMINAL EXERCISE**

1. Describe the components of quality Early Childhood Care and Education Programme.
2. Describe the essential elements of ECCE programme.
3. Explain the meaning and significance of ECCE.
4. Define the term 'Holistic Development' and its various aspects.
5. Why is ECCE important for holistic development of children?
6. Describe the domain wise activities for fostering the development in early years.

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7. Briefly describe ECCE in the Indian and Global context.
8. What do you understand by the term diversity? What types of diversity have you observed in children in your neighbourhood? What are the main factors leading to diversity?
9. What steps will you take to overcome the gender discrimination while working with society?
10. What steps will you take to ensure gender equitable participation of children in a pre-school?



ANSWER TO INTEXT QUESTIONS

1.1

- | | |
|----------|-----------|
| (a) True | (b) False |
| (c) True | |

1.2

- | | |
|-----------------------|---------------------------------------|
| (a) Components | (b) Psychological and socio-emotional |
| (c) Brain development | (d) Holistic |

1.3

- | | |
|---------|---------|
| (a) Yes | (b) No |
| (c) No | (d) Yes |

1.4

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

1.5

- (a) Sensory development
- (b) Cognitive Development
- (c) Holistic Development
- (d) Social Development

**Notes****1.6**

- (a) False
- (b) True

1.7

- (a) Choosing toys: Choose toys for the skill they will promote and not according to the sex of the child.
- (b) Telling stories: Pay attention to the characteristics attributed to the gender of the character in the story.
- (c) Fair play: Allow choices and encourage children to participate in all activities with no reference to their sex.
- (d) Friendship: Avoid polarity and encourage friendship between both the sexes.
- (e) Work distribution: Do not ask children of one particular gender to do a particular work. Let children choose and volunteer.

1.8

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

**KEY LEARNING OUTCOMES**

After reading this lesson, the learner will be able to:

- explain the perspectives towards quality in ECCE.
- discuss the elements of an effective ECCE Programme.
- design an effective ECCE Programme.
- design the various activities for holistic development of all children.
- understand the diversity of context as learning fosters.
- promote gender-equitable participation of all children in learning.

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Notes



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2

STAFF IN AN ECCE CENTRE

INTRODUCTION

Research work undertaken at a global level now indicates that such children who have been exposed to childhood care in their early years, stand to have better health and become more productive as adults. Thus, early investments in childcare results in lifelong positive impact for individuals, families and the nation as well.

As such, at the international level there is increasing focus on improving the quality of staff that is recruited in the Early Childcare Centres. The qualification, expertise, commitment, passion and dedication of the staff are some of the key indicators for quality service at such centres. The importance of a dedicated staff at the ECCE centres is of utmost importance as they are responsible for shaping the future of the young children – caring, supervising and even designing a curriculum for their development and stimulation while at the centre.

This lesson focuses on the role of the staff, their types, the recruitment process and their professional development or in-service training and also the importance of monitoring and evaluating their performance.



OBJECTIVES

After reading this lesson, you will be able to:

- become aware of the need for adequate, efficient and effective ECCE personnel at the ECCE Centre;
- understand the various types of ECCE personnel required at the ECCE Centre and their roles;

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- know the ECCE personnel recruitment process (es) and related issues at the ECCE Centre.

2.1 ECCE STAFF (PERSONNEL) – THEIR TYPE AND ROLE

Early Childhood Care and Education provides the foundation for later development. A child at this stage needs an adult/teacher who has the necessary sensitivity, understanding and skills to handle young children. In an ECCE Centre, the personnel involved are the teacher facilitator and supporting staff. They both have an important role to play in influencing the child. It is necessary that the qualities, skills, roles and responsibilities of a good ECCE staff be understood so that one can appreciate their importance in the development of the child's personality.

2.1 .1 Types of ECCE Personnel

Usually an ECCE centre is headed by a centre head alongwith teachers facilitator and supporting staff sharing the responsibility.



Figure: 2.1: Organizational structure of an ECCE Centre

2.1.2 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 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. S/he should be spontaneous with and sensitive to children's needs.



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2.1.3 Supporting Staff

ECCE supporting staff provides care and supervision to children under the guidance of the teacher. The supporting staff helps and supports the teacher in conducting different activities as planned. The supporting staff are invaluable in a centre setting and very helpful to the ECCE teacher they work with.

Supporting staff are also required to keep the centre premises neat, clean and organised. Their number is dependent on the children enrolled in the centre, space available, etc.

2.1.4. Role of ECCE Teacher

The teachers in an ECCE programme are facilitators who engage children in multiple experiences to foster their all-round development. The ECCE teacher is a key person who can influence the quality of service provided at the centre. S/he is the person responsible for the activities and programmes conducted in the ECCE Centre. To achieve the established goals and objectives, we must select a person who can function as a teacher for an ECCE Centre with the desirable and recommended educational qualifications and professional training. They play the following roles:

Role of an ECCE Teacher:

- *Directly with children*
- *With the parents*
- *With the community*

Table: 2.1 Role of an ECCE Teacher

1. **Directly with children:** Their role involves observing children to identify their needs and capabilities and move with the pace of the child's development, then to plan developmentally appropriate, holistic and challenging activities; facilitate learning to meet the objectives of the curriculum and adapt activities to suit the learning abilities of children with special abilities and special needs. Like, a child with visual challenge could be given multi-sensorial experiences and an fast learners could be given complex and challenging tasks/activities.

They are also expected to organise 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 of children; develop responsive relationship with children and understand that transactions within the classroom is a journey of mutual learning between the child and teacher

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so that she can continue to learn and help the children in her care.

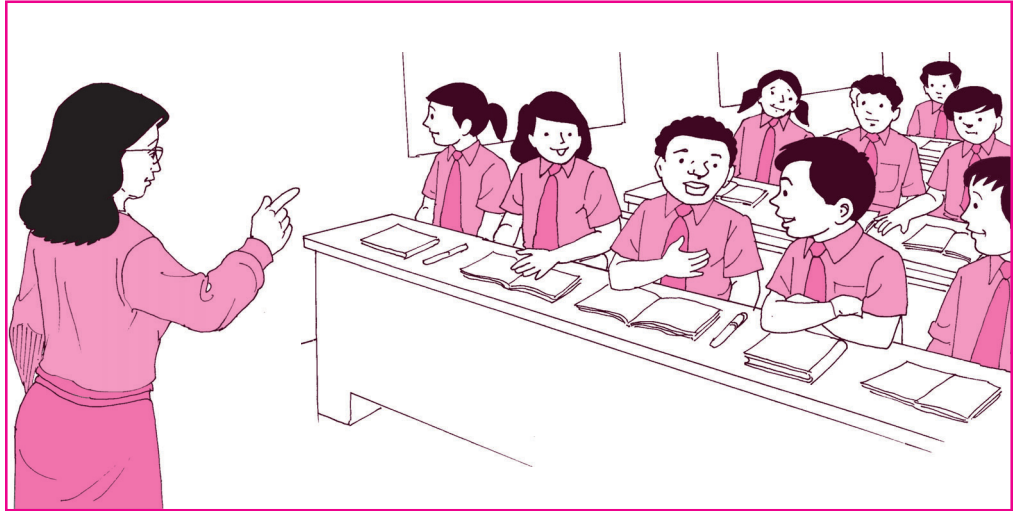
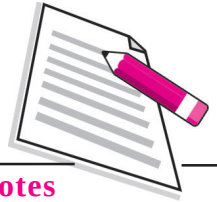


Figure:.2.2 Organization of supportive learning environment

They need to respect the child and the social environment the child comes from while focusing not only on planning and conducting activities but also on continuous processes for interaction and relating learning to child's environment. They can create nurturing and positive relationships with children and among children and interact verbally with children in a calm, respectful and friendly manner. They need to help in early identification and intervention. For children with special needs to ensure their social inclusion in the ECCE classroom. An overall plan needs to be developed for the transition of children from ECCE Centre to the preparatory or foundational stage of education.

2. **With the Parents:** The teachers in an ECCE programme need to work in partnership with parents. For this they need to get to know families by making initial contacts to learn about each family, learn about the various cultural and socio-economic backgrounds of children and know how to communicate with diverse families. For this they should initiate the building of a close and positive relationship with families in through induction and orientation meetings of the academic year and continue to provide a comfortable environment followed by periodic parent-teacher meetings.



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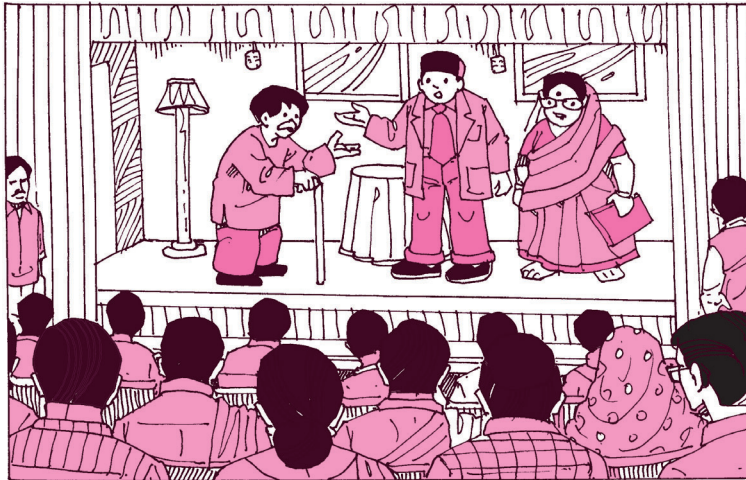


Figure: 2.3 Orientation programme for the parents

Model of a communication letter sent by an ECCE teacher to a parent:

Dear Parent,

Thank you for your continued co-operation and giving us feedback relating to your child's progress.

She is a very polite and well behaved child. She is gradually opening up and has made new friends.

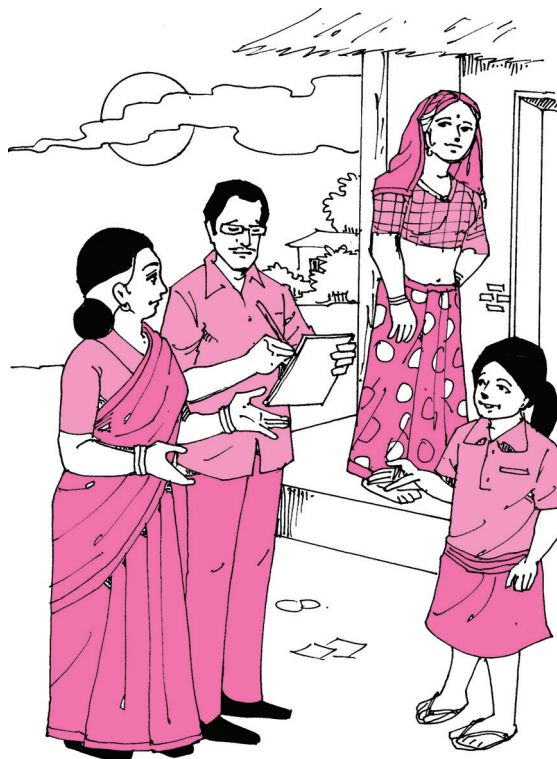


Figure:2.4 Communicating letter to the community

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However, we have certain observations to make. She is a bit hesitant in speaking in her mother tongue. For this I request you to kindly spend more time with her and converse with her in your mother tongue. I also request you not to pressurize her too much to speak in English or sing English songs unless it comes naturally to her and she shows interest herself.

Regards,

Teacher

Once they have a defined plan that promotes parent-teacher partnerships, they must be available to parents and families for help and support. For this purpose, they need to find ways to connect with families such that there is a constant connect between the two settings. They must establish trust by reaching out to families through home visits, organising meetings in less formal and intimidating settings, and using written communication that all parents can understand. For example: send letters to home to inform parents about what their children enjoyed during the week etc. In today's technology friendly environment, communication may be sent using SMS, social media and e-mails too if feasible.

The teachers in an ECCE programme should endeavour to build an environment of inclusion by inviting parents to school to observe classroom activities and at times collect their feedback. The parents and family members being welcomed into the centre on a regular basis either informally or during planned events. This helps parents 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 practising a healthy lifestyle, understand what eating a balanced diet means and the nutritional value of different foods, regular health check-ups and immunisation schedules, safety of children, handling behaviour issues, etc.

The teachers in an ECCE programme must communicate regularly with parents in a variety of ways to keep them informed about their child's progress and upcoming school activities. When the children's work is sent home regularly, the parents and family members can see what their child is doing in school and also helps in raising any concerns about a child's development and discussing together how to best meet a child's special abilities and/or needs. Invite parents and family member to the class and share their traditions, folk lore, music, dance, food etc. with the children in class. Include thoughts and ideas shared by family members while planning the teaching-learning activities. Ask for parent volunteers who can support and help plan and execute activities.



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3. **Community:** The teachers in an ECCE programme can also help with the community experts/specialists to provide additional help for children. For example, they can organize visits for children to post office to see how it functions or to a museum to know various aspects of our history, to a zoo to know about the variety of animals and birds or to a park to know about plants and trees. They can also organize visits of people like different types of artists and performers or professionals like nurses, doctors, bank manager, etc., from the community to the ECCE Centres to interact with the children.

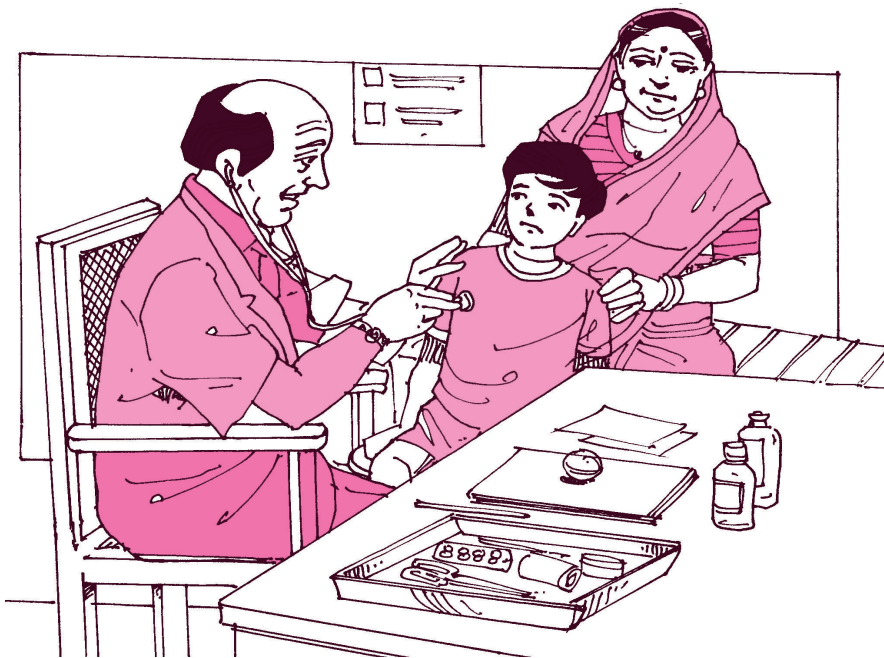


Figure: 2.5: Health check-up by community

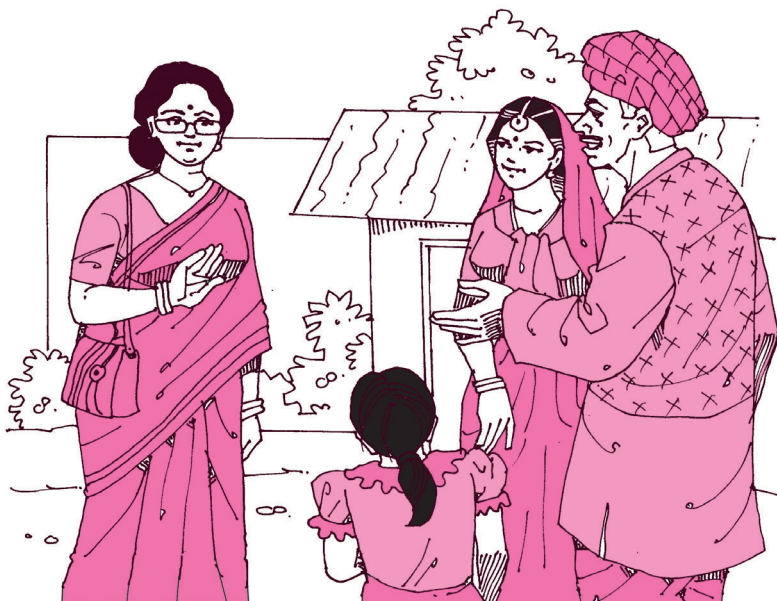


Figure : 2.6 Teacher interacting with the family of a child

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To accomplish the above, the teachers need to enjoy being with young children, be knowledgeable about children's development and early childhood curriculum and should be skilled at implementing the curriculum. The other employees or staff in the ECCE set up are also an integral part of the programme for the child and must contribute to the above-mentioned roles.



INTEXT QUESTIONS 2.1

Q.1. Fill in the blanks with appropriate word(s).

1.provides care and supervision to the children under the guidance of a teacher.
2. Facilitators engage children in multiple experiences to foster their
3. A child with visual challenge could be given multi
4. A teacher in ECCE centre should help in earlyandfor children with special needs.
5. ECCE teacher should try to enhance parent's understanding of.....

ASSIGNMENT 2.1

Visit any Anganwadi Centre or ECCE Centre nearby on the day when the parents are coming there for a meeting.

Observe the proceedings such as what types of questions are asked by the parents and what is communicated to the parents. Prepare a report on this.

For example:

1. infrastructural facilities at the ECCE centre
2. number of children in the centre
3. behaviour of the anganwadi staff/ECCE teacher
4. seating arrangements for the children
5. availability of refreshments and drinking water

2.2 QUALITIES OF ECCE STAFF AND ITS SELECTION RECRUITING, MONITORING AND SUSTAINING TEACHERS AND PERSONNEL

Well-trained and qualified ECCE teachers and personnel are essential for facilitating and providing optimal learning opportunities to children. Selecting and recruiting well qualified and skilled ECCE teachers 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, how they should be monitored and guided and why professional development programmes are required for them.

Research from around the world demonstrates that better qualified teachers with access to appropriate resources and support can significantly improve the quality of service delivery. Qualifications have to be relevant to the required roles: that is, higher levels of general education do not in themselves drive quality improvement in a specific profession. For example

They should have at least a minimum prescribed education with a Diploma in Pre-school education or a certificate course in Early Childhood Education & Care and any other educational qualification relevant to child development.

Having nurturing, warm and attentive teachers is arguably the most critical attribute of quality in any ECCE setting, especially for younger children. Other factors affecting quality include: teacher-to-child ratio; qualifications, skills and training of teachers; programme planning and leadership; and the physical environment/facilities available at an ECCE Centre. There is, however, little reliable evidence on the relative contribution that each of these makes to child development outcomes.

In terms of staffing at a Centre, the teacher(s) should meet the needs and promote the all-round i.e. physical, social, emotional, and cognitive development of children. An ECCE teacher is someone who is preferably from the local community so that s/he is aware of the social values and customs of that community and would be able to deal suitably with the distinct characteristics of the children, parents and the community at large.

2.2.1 Important points for consideration

Though the age of the ECCE teachers is not an accurate measure of their effectiveness, it is desirable that they should be active, energetic and enthusiastic about working with children. ECCE teachers have to be always alert and quick to respond. The quality of alertness would be beneficial for the selection of the candidates as ECCE teachers.



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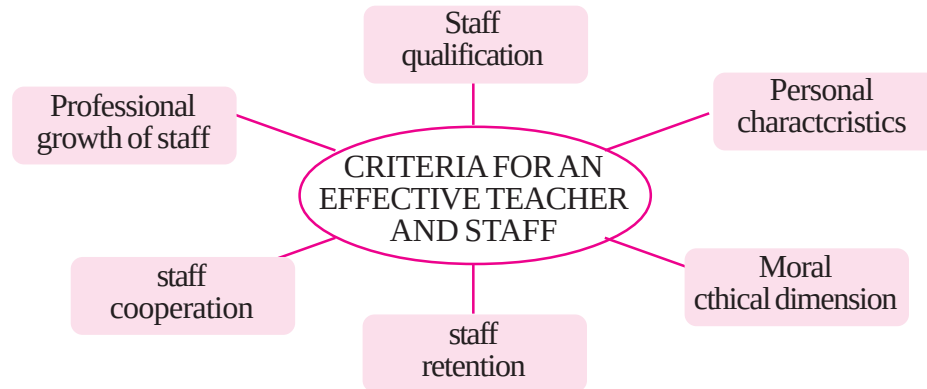


Figure 2.7 Criteria for an effective teacher and staff

2.2.2 Teacher and Staff profile

The majority of teachers and staff in ECCE centres are women and that is perhaps as women are considered to be the natural care-givers for children. At present, teachers working in the ECCE set-up show variation in their educational and professional qualifications at intra and inter countries. Their education and training vary across countries, but a majority of the workforce has post-secondary education.

2.2.3 Common practices used

Across countries, ECCE teachers and staff report making broad use of practices to facilitate children's socio-emotional development (such as encouraging children to help each other) or practices to facilitate children's language development (such as singing songs or rhymes). Teacher's use of practices to support children's literacy and numeracy development, however, is more varied across countries.

2.2.4 Monitoring and Supervision

To ensure that the ECCE centre's teachers 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. Example – With allocation of work that is appropriate to the ability of the staff at the centre, deciding on the types of work to be undertaken, smooth functioning of the work can be enabled.

2.2.5 Criteria for Selection

Working with pre-schoolers 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 important for pre-school 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 some one preferably from the local community so that s/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 expectations of children, parents and community at large.

2.2.6 Professional Experience

Persons who are untrained or under 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 of 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 children.

2.2.7 Environment and Relationship at an ECCE Centre

- a) Promote child development and learning by creating conducive environments based on a deep understanding of children's needs and development.
- b) Build relationships with family and community that support and involve them in children's education and development.
- c) Systematically employ observation, documentation and assessment to positively influence children's development and learning.
- d) 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 teachers and personnel with pleasant personality are suitable for working with children. They need to have enough patience and a sense of responsibility, enthusiasm, creativity, sensitivity and spontaneity. They 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

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will be working around children. A background check will ensure that the person has a good record and has not been involved in any antisocial activity in the past. Hiring ECCE teacher is an important part of planning and maintaining a healthy, safe and successful ECCE centre.

2.2.8 ECCE Teachers/Staff Record

Individual records of all ECCE teachers and staff of the centre must be maintained. These must include their name, address, contact number, age, nationality, and marital status, details of all relevant qualifications and experience, date of joining, job description, salaries, and references. Each ECCE teacher and staff should have access to her/his records when needed. Supervision and training records of the teachers, staff and volunteers should be recorded and updated regularly. Attendance register with time sheet must be maintained.

2.2.9 Adequacy of Teacher(s) and 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 supporting staff.



INTEXT QUESTIONS 2.2

Q.1. Fill in the blanks with appropriate word(s).

1. Well-trained and qualified ECCE teachers are essential for and providing optimalto children.
2. An ECCE/preschool teacher needs professional and.....to deal with children.
3. Regular supervision and monitoring are required for the effective management of.....and..... .

Q.1. Carefully read the following statements and indicate whether they are True or False.

1. The staff should meet the needs and promote the all round development of children.
2. Qualification is not a key factor for considering the teacher for an ECCE Centre.

3. The majority of teachers in ECCE Centres are women.
4. Regular supervision is required for the effective management of an ECCE Centre.
5. ECCE teachers from the local community may be preferred.

ASSIGNMENT 2.2

1. Conduct a survey of five ECCE Centers and find out the teachers and staff position in each centre.
2. Prepare a report of the job responsibilities of all the teachers and staff of any one ECCE Centre.



WHAT YOU HAVE LEARNT

In this lesson, you have learnt that:

- Appropriate and adequate Early Childhood care is essential for the growth of children such that they grow up to be productive adults with a balanced personality. To ensure this care, the early childhood teachers and supporting staff at the Early Childhood Care Centre need to be passionate, well qualified and trained for the purpose.
- This chapter focuses on the need for such care and details of the types of ECCE personnel that need to be recruited and the role that each one of them has to play in childhood care while involving the parents and the community.
- Once the staff is recruited, they also need to be monitored and efforts have to be initiated in terms of refresher training and motivation to sustain them and keep them up to date with knowledge relating to child care. Lastly, the chapter also covers within its scope the manner in which records need to be maintained for efficient running of an ECCE Centre.



TERMINAL EXERCISE

1. Mention the points that should be included in the individual records of the ECCE staff.
2. What are the criteria for the selection of different staff of an ECCE Centre? Explain.
3. Prepare a detailed note on the profiles of ECCE staff.
4. Describe the roles an ECCE teacher has to perform with the parents of the children.

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5. How can supporting staff contribute directly for the welfare of the children at the ECCE Centre? Discuss



ANSWER TO INTEXT QUESTIONS

2.1

A. Fill in the blanks

- | | |
|--------------------------|---------------------------------|
| 1. ECCE supporting staff | 2. all round development |
| 3. sensory experiences | 4. identification, intervention |
| 5. child development | |

2.2

A. Fill in the blanks:

- | | |
|---|-------------------------|
| 1. facilitating, learning opportunities | 2. skills, competencies |
| 3. staff, resources | |

B. True and False:

- | | |
|------|------|
| 1. T | 2. F |
| 3. T | 4. T |
| 5. T | |



KEY LEARNING OUTCOMES

After reading this lesson, the learner will be able to:

- identify various types of ECCE personnel such as head mistress, in-charge, teacher, supporting staff etc.
- develop an understanding about the important roles and responsibilities of ECCE staff.
- get an understanding about the qualities of various staff members to run the ECCE Centre effectively.
- enumerate the allocation of work among different staff members without any biases.



REFERENCES

- National Curriculum Framework 2005, National Education Policy 2020

**3**

QUALITIES AND ROLE OF AN ECCE TEACHER

INTRODUCTION

You must be aware that early childhood learning has a great impact on children. It lays a solid foundation for overall growth and development. Teachers play a vital role in developing the total personality of children right from early childhood. Their influence on children is such that none holds as much importance to children as compared to their teachers. This influence lasts a lifetime. An ECCE teacher shoulders an enormous task and responsibility in this respect. You all know that, school is a second home to a child, hence you as an ECCE teacher are nothing less than a mother to a child in an ECCE centre. You are responsible for their early socialization. You must act as motivators and ensure emotional security to children. For this purpose and to be a facilitator in holistic development of children during early childhood learning, you, an ECCE teacher must be well trained to participate in the educational process so as to bring about desirable modifications in children.

You are well aware what a teacher is and how her role facilitates early system of organized and structural learning in young children. You must have basic knowledge of child psychology, developmental stages and its requirements, professional skills to tackle daily classroom issues, thorough knowledge of your subject and impact of learning by doing where you have to plan suitable activities to facilitate quick and effective learning patterns in small children.

In the light of above, let us discuss qualities which are instrumental and must have to be there in an ECCE teacher:



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OBJECTIVES

After reading this lesson, you will be able to:

- know the role and responsibilities of teachers;
- comprehend the qualities of an ECCE teacher;
- understand the need for imbibing specific qualities to prepare an inclusive teacher;
- think about strategies of capacity development of teachers;
- realize the importance of documenting the children's progress.

3.1 QUALITIES OF AN ECCE TEACHER

John Dewey, an American philosopher, psychologist, and educational reformer whose ideas have been influential in education and social reform, was of the opinion that interests of the children were essential in designing their own educational environment but he also expressed the importance of the teacher in the process of creating such an environment. The idea of education is not to simply allow children to do whatever they want, but most importantly for you as a teacher to use your professional judgment to create a process where children don't feel restricted or controlled but free to express themselves and learn effectively.

A teacher can never be out of learning. Your personality must be that of an *intentional learner [having will (intention and mindset) to keep learning]*. Your learning should never stop or in other words, learning is a lifelong process. You, as a teacher have to play a significant role in realizing the objectives of the ECCE programme.

3.1.1 Qualities are both qualitative and quantitative in nature

1. **Quantitative qualities:** include personal traits like- positive outlook, creativity, compassion, sense of humour, attitude, display of human and personal touch in work and communication, etc.
2. **Qualitative qualities :** include professional conduct. Knowledge of subject and profession, will and eagerness to learn more, extending your knowledge to children, create love and fondness for learning in children, remain objective in approach while dealing with problems and issues of children and classroom and other teaching – learning activities.

Let us study the key qualities of ECCE teachers. These are not only desirable but indispensable.

3.1.2 Compassionate, Patient and an Enthusiast

ECCE teacher should have an integrated personality which holds within the very essence of being a teacher. S/he must have passion for learning, observing and giving. S/he is responsible for cognitive, moral, social, mental, emotional, aesthetical, cultural and spiritual development of children and therefore it is very important for her children. S/he exhibits creativity and love for knowledge and is always eager to share her knowledge and experience with children to motivate them to move in the right direction. S/he understands that initial phase of learning needs more efforts and so s/he exhibits patience and love to children. This trait helps children build confidence in their teachers, feel secure and participate happily in all learning and activities.

3.1.3 Empathetic, Cheerful and Determined

A pleasing personality is always welcoming for others to approach and feel comfortable. ECCE teacher must possess this quality. Children are vulnerable and feel extremely insecure when they step out of their secured environment, home. A warm welcome, gentle body language, sweet smile relaxes a child and helps him / her move in an unfamiliar environment. A determined teacher will find her/his way to enter into children's heart and make all possible efforts to facilitate their all round development.

3.1.4 Confident, Skillful and Resourceful

Confidence comes when you know your job well and are ready to face work place challenges. Subject mastery is the most important component of confidence. ECCE teacher should have understanding of her environment and socio – cultural environment of her children so that she can bridge the gap between what they have and what they require at that specific stage of growth and development. Children coming from underprivileged families should not feel left out from main stream education system. S/he should understand their developmental needs and arrange and organize learning environment in a way that it aids in their social, emotional, mental, intellectual and physical well being. Taking children out for nature walks, using investigating methods of teaching, allowing children to move in a controlled environment (guided tours, trips, excursions) so that they are able to observe for themselves, question it and try to find solutions to their queries. Only a confident teacher shall be able to do this.



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3.1.5 Trained and qualified

Professional training is a must and an ECCE teacher must undergo proper professional training. This helps her/his to develop the right professional behaviour and understand her role, position, responsibilities and stature as a teacher to young children in their early stages of life. Well read, well learned and balanced minded teacher is an asset to the society. S/he is believed to develop the integrated or sound personality of children. Therefore professional training along with a good academic foundation is a must. Proper understanding of profession and process will help her/his to become receptive of children's behaviour, which at times can be irrational. It also helps her/his to stay calm and composed and deal with situations in a matured or balanced way.

3.1.6 Ready to experiment and implement

To try out new things, discovering and developing new ideas, putting them to practice and evaluating their outcomes should be part of a teacher's personality. This will help a teacher in her personal and professional development and also motivate children to adopt or follow the same behaviour. Children are mirror reflection of their environment. A teacher plays a vital role in their character building. Thus a teacher should always lead by an example. Innovative teachers are an asset to the society.

3.1.7 Creative and Innovative by nature

Children are curious. They want to explore the environment around them and try to find reasons for various phenomena. They imagine things in their own ways. They can find novel answers to possible questions and can construct things which are new in their own innovative ways. There is a need to nurture the unique ways of thinking and learning in children from the very beginning to help them bloom to the fullest. Children need to be provided with opportunities to experiment and innovate. Hence, creative and innovative teachers are a must if the objectives of ECCE are to be attained.

3.1.8 Composed and possess good Communication Skills

It is important for a teacher to remain calm and focused at work. Good and effective communication facilitates language development in children and also helps in their intellectual, emotional and social development. They learn how to act and conduct themselves as their teachers and other supporting staff model appropriate behaviour and set clear expectations for them through effective communication, consultant guidance and positive reinforcement.



3.1.9 Good command on the language

Children learn language and acquire behaviour through their observation. Much of the time they spend during the day is with teachers and their class mates. Thus, an ECCE teacher must possess good communication skills and command the language.

3.1.10 Good Management skills

As a ECCE teachers, you have to accomplish many things such as organize the classroom, create new and innovative teaching learning materials, designing display boards, plan and conduct parents teacher meetings, design different types of learning activities, prepare evaluation sheets, etc. Being in command and being responsible for the education of children and their general well – being, being organized and having good management skills is another quality which one should possess in order to conduct activities effectively.



INTEXT QUESTIONS 3.1

Q.1. Answer the following questions.

- What are qualitative qualities of an ECCE teacher?
- Mention any two Quantitative Qualities of an ECCE Teacher.
- Why should teachers have a good body language?
- Why should an ECCE teacher be innovative?

3.2 ROLES AND RESPONSIBILITIES OF AN ECCE TEACHER

Let us understand the term Role here first. We must understand the ideology behind the term 'Role'

Role is a concept in sociology that considers most of everyday activities to be carried out by people in a society under defined categories (e.g., mother, manager, teacher etc.). Each role has a set of rights, duties, expectations, norms, and behaviors which a person has to face and fulfil. It is based on the observation that people behave in an expected manner, and that an individual's behaviour is situation specific, based on social position and other factors one holds.

For example– A trait specific behaviour as we know today has developed over a period of time and they will keep changing. Behaviour or traits gets fixed with a specific element when its reoccurrence is seen in similar manner or slightly different for a long

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period of time. That behaviour gets fixed with a person in a specific environment. For this reason we accept different responses of same individual under different circumstances, situation and at different places with different set of people they interact. We then understand that, person will act and conduct himself / herself in a particular manner because of a specific situation or place and role attached with them. Similarly, every person in a social setup performs certain roles to achieve individual and social goals, which they have chosen to achieve. These roles are then structured, played, developed time after time. Hence when we feel offended by a person's behaviour it is because we find that he/she is not acting as per set norms, rules or conduct.

In our life we face different social roles; sometimes we face different roles at the same time in different social situations. There is an evolution of social roles. Some disappear and some new roles develop.

For example –The statement signifies the importance of social change with time and technology. Human beings are catalyst to change and they are consumers too to that change. Earlier when there wasn't much of technology, like computers, smart phone, electronic and electrical gadgets which could make life easy, less complicated and fast paced, a women of the house consumed her entire day in tedious household chores and had no time for herself. Education was also not given to most of the girls then. Now when societies have evolved, modernized and there is some level of equality in accessibility to educations, women now no longer play a role of care-giver and caretaker only. She is now working and managing homes with equal courage. Hence the role of being a mother or a women are now not the same as they used to be in olden times. Some new roles like that of a working woman have been added and some rigid frames of being a woman have been shed. Same can be said of teachers. With new age child – centered education need and system, the nature of teaching and teachers have changed from being autocratic to being more democratic. Teaching styles and methods, approaches and styles have changed due to time and technology, hence traditional roles of teachers have changed.

3.2.1 Role behaviour is influenced by

1. **The norms (rules, code of conduct of the society) that determine a social situation :** Schools or any formal place of work have set rules and regulation because it has a well defined structure and is based on set goals. Each participant, employee and beneficiary has to abide by those rules if one wants to seek maximum benefit. For this each one follows them and behaves as per roles defined and set for a particular task. A teacher will have a specific role to perform inside a classroom, her/his behaviour with fellow teachers will be different as

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compared to ones s/he meets less. S/he has a definite role as a teacher, as an employee of the school or the ECCE Course towards parents. S/he follows a set conduct.

2. **Internal and external expectations are connected to a social role:** each and every individual has their own distinct character. They have individual aspirations and outlook towards self. We can say that each individual has different personalities. Still they are a member of a society. In order to achieve their personal goals they follow social norms. This creates a synergy between personal and social aims. This is again like playing your best part as an individual and also as a member of different social groups (family, work place, training centers, ECCE centres universities etc.)
3. **Social sanctions (punishment and reward) are used to influence role behaviour:** man is a social animal and cannot live in isolation. Sense of belongingness makes one feel secure, desirable and promotes healthy concept of self and being. To be able to be part and member of diverse social groups, they play and behave as per social rules. *Maslow's human need or Hierarchal Theory under Motivation Theory, points out that each individual learns and plays a specific role for a set motive which is both internal and external. To escape punishment and seek rewards, we all play defined and approved roles.*

These three aspects are used to evaluate one's own behaviour as well as the behaviour of other people. Heinrich Popitz has defined social roles as norms of behaviour that a special social group has to follow.

3.2.2 Let us discuss now the loles and responsibilites of an ECCE teacher

1. **Impart quality education:** Education is drawing out the best in a person. Over the years, issues of quality education and quality training of teachers have remained most important concern for all planners and stake holders. What should be taught and how this dynamic element, (education because education is dynamic in itself) be made easily and effectively accessible to all? It (education and educational system) changes with time and technology. Keeping this in mind and also considering that education has three most important variables,



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Figure: 3.1: Role of Teacher

namely students, teachers and social environment, quality education which is the key to growth and development of children with futuristic vision should be wide and comprehensive. It should be clear to cater to diverse needs of the children and understand their developmental needs and requirements. A system that helps children in early developmental stages is the main aspect of educational process.

There are basic components of quality education and efficient ECCE teacher as mentioned here:

1. **Education for Character Building** : Character building is based on six pillars- trustworthiness, respect, responsibility, fairness, caring and citizenship. Children learn what they see. The conduct of the teacher in general as observed by children on a daily basis lays foundation to link and solidify what they learn in active classroom teaching learning. What role a teacher plays, is the first lesson to a child outside home. If they see their teacher being kind, courteous, polite, helpful, considerate, trustworthy, dependable, then the children will find confirmation of what they are being taught versus what they see and observe. They will follow teacher likewise. Through a defined structured curriculum a teacher is able to build a good, strong moral character of children.



2. **Education for Moral Development:** Morality can be subjective to individual but there is a concept of social morality which defines good and bad behavior in public places. If individuals moral idea is low then social morality will also be under developed. Children coming from disturbed families, poor families and underprivileged families may be different from those who have privileges of education and better environment and have conducive socio – cultural background. These gaps can be fixed to a certain level in school. School as an organization and teachers as the medium can provide wholesome learning experiences where children can through activities, moral stories, daily interactions and action and reaction experiences and through teacher's behaviour adopt good values and high morals of human living.
3. **Education makes one Empathetic, Considerate and Tolerant towards others in all respects- culture, traditions, religion, personal practices, Rights etc.:** Classroom is a mini society and a close community. First lesson of all values is initially acquired in a classroom. Here children come from diverse backgrounds this diversity gets a dynamic churn in a classroom where children being innocent, highly adaptive, receptive and more tolerant than adults, acquire multi- dimensional and pluralistic view of society. Teachers act as catalysts by helping them grow together in a harmonious environment. Help them to learn the value and importance of fellow children being friends to play with, share with and care for. They create a unique culture of humanistic values in children. This can be a result of many needs of class room management and in return, it helps in making children empathetic, considerate towards each other.
4. **Education teaches lessons of Respect, Integrity, Sovereignty, Dignity of labour :** An ECCE centre school is a formal setup where children seek education and prepare themselves for life under guidance and supervision. They are taught virtues and values along with practical aspects of living. They do not get any preferential treatment from teachers or even fellow children. They learn to work independently and be responsible for their work. From time to time activities are conducted where children do work without help. They learn the amount of effort it takes in doing a task. Whether in an activity of cleaning one's own table, clearing desk, managing self in the centre, tying shoe lace, buttoning shirts, wearing socks, eating lunch etc. helps children learn the value of others who help them daily. They learn that if a sweeper doesn't do his/her work in the school, their class rooms will not be clean and they will have to sit in a dirty place. Likewise they will learn the value of their helpers like – watchman, gardener, maids, milkman, cobbler, carpenter, teachers, doctors etc.

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5. **Enable all round development of children:** A child is not a body to be filled and mind to be strained. There are other aspects too which need equal attention namely, social, emotional, cognitive, moral, cultural, spiritual and aesthetical. A child is a combination of all these aspects. Quality education, quality training and a good ECCE teacher has to have all these laid in responsibilities when we talk about her being responsible for all round development of children. Quality education must hold all such learning experiences which can cater to these diverse needs of children. *Let us see what all round development means:*

- i.) **Physical Development :** sound body, healthy body.
- ii.) **Emotional Development :** strong mind, control over emotions, display of emotions in controlled way and at appropriate place, developing sense of security, adjustment and adaptation to new environment.
- iii.) **Social Development :** making groups, being part of groups, developing and taking care of group loyalties, leading and following a group, learning to be an active social participant.
- iv.) **Cognitive Development :** learn what is right and wrong, good and bad, life skills, ability to think and rationalize situations and act accordingly, learn to analyze and synthesize situation, develop power of reasoning and logic.
- v.) **Aesthetic Development :** Aesthetics implies one's ability to identify novelty, beauty and originality. You as an ECCE teacher can develop aesthetics in children by providing opportunities to express their thoughts, ideas and feeling freely through various art education activities like - drawing, music, paintings, role play, singing and drama. This not only enables children to express things creatively, it also fosters development of other domains such as physical, cognitive, emotional, language and social aspects of children. For this you, an ECCE teacher should also have a good aesthetic sense.
- vi.) **Cultural and Spiritual Development:** To know and understand one's culture, cultures of other children and of the world, origin and promotion of culture, values of culture and its effect on man and civilization, knowledge of self, concept of internal and external harmony.

You as a teacher must be aware of these developmental aspects and age - related corresponding needs and requirements. While developing and designing curricular, extra – curricular and co – curricular activities, adequate knowledge of these aspects is key for education to aim for holistic development of children.



3.2.3 Act as a Bridge between Known and Unknown

Children observe and explore their surroundings. But they are not able to express. This problem of appropriate expression and gap between what they know and what is unknown to them is filled by the teacher. Unknown facts are abstract concepts which need cognitive abilities to be understood. The process of developing cognition in children requires a great deal of planning and organizational skill on the part of the teacher. Her approach, methods and practices will help fill the gap between known and unknown.



Figure: 3.2: Active classroom

3.2.4 Make Educational Process Interesting, Suitable, Meaningful and Simple

A teacher should follow one of the most important principles of teaching, moving from what is known to a child and progress gradually towards what is unknown to them. It is also advisable that the ECCE teacher should base her teaching using constructivism, i.e. based on children's existing knowledge. During learning days, a teacher should include familiar things and known facts in her daily teaching practices so that children feel happy and motivated. For example – while initiating learning of alphabets if a teacher does not use images and known objects to teach phonetics and names, children may build a learning block that this is difficult and not easy. This will hamper their accumulation and assimilation abilities. On the contrary, if a teacher uses known and familiar objects, they will feel connected to their learning environment and will develop meaning and connectedness with the entire process of learning.

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3.2.5 Help in Bringing Out the Best in Children

As an ECCE teacher you should be able to observe and understand a child like script in a book, page by page and line by line. Teachers impart immense influence of their own personality on children. The way they conduct themselves and with children and others in school helps children understand social dynamics. Through her daily engagements children develop and grow. If teachers know limits and traits of children, s/he shall help them realize their true potential and motivate them to achieve them.

3.2.6 Help to Build Strong Character

Character building is essential for the overall well being and self existence. It includes our thoughts, actions, aspirations, will and determination. Teachers act as filters, where undesirable behaviour are filtered out and desirable ones are kept and nurtured. Through your own example you must enable children to build accepted character.

3.2.7 Develop Intrinsic Motivation, Zeal and Zest to participate in Educational and other Activities

Appreciation of small contributions made and achievements at any stage of growth and development and especially during early childhood learning days help develop internal motivation in children. This is an important tool in learning. Small encouragement, pat on their back, clapping etc. fill them with so much pride and happiness that children become enthusiastic learners. An ECCE teacher should appreciate small achievements of her/his learners to make them willful participants of class room and other learning activities designed and executed by teacher.

3.2.8 Unfold Inner Strength and help children display or Express Creativity

As said earlier that teachers should be able to read children like a book. Knowing them is vital in making educational process successful. The more a child is appreciated, the more s/he will try to please the teacher. In this process s/he will learn more about her/his own strengths and weaknesses. Knowing oneself is also one of the important aspects of education. Creativity as you must be aware of refers to creating something new or/ and to discover something new in old. It also means original thinking, critical thinking and abstract thinking. When you as an ECCE teacher place graded problems (easy problems to difficult problems) children develop independent thinking and critical thinking skills. This also develops logic and reasoning abilities in them. Together they foster creativity in children.



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3.2.9 Organize Curricular, Co-curricular and Extra-curricular Activities

The entire educational process revolves around these three types of activities. A good knowledge of needs and requirements of children and also stage specific, helps teachers to plan these activities appropriately. Such activities are helpful in providing wholesome and rich learning experiences. These are most important as ECCE units / institutions were primarily designed to provide for all those things and experiences which are important for growth and development but are not easily accessible to all in their immediate environment. Let us understand these activities:

(a) Curricular Activities

You must be aware that these are those activities which are directly related to foundational literacy and numeracy. Teaching of these foundations are curricular activities.

(b) Co – curricular Activities

All these foundations assistive teaching activities carried out inside or outside classroom are termed as co - curricular activities. For example – multi – media room activities, learning by doing activities like – shape making from clay or dough, collage making, printing etc. These activities help children learn things in practical way.

(c) Extracurricular Activities

Activities which are not directly related to subject studies. Games, sports, cultural functions, annual functions, tours and trips are examples of extracurricular activities. These are helpful in all round development of children.

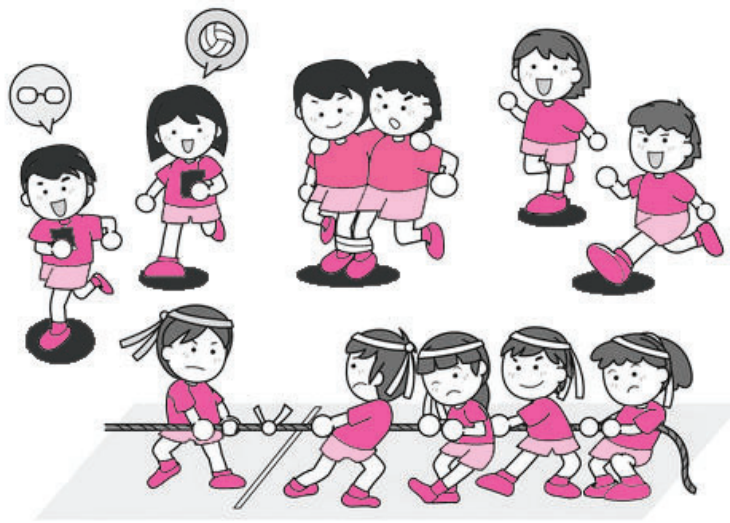


Story Telling



Science Activity

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Sport / Games

Figure: 3.3 Teaching Learning Activities

You must know that balanced combination and timely execution, planning and organizing of these important activities are key to all round development of children of all age groups. These must be planned as per age and developmental stage of children.

3.2.10 Designing and implementing an ECCE Curriculum

This is one of the most important roles of ECCE teachers. Teachers must understand needs and developmental levels of children.

Hence, they should actively contribute in designing the curriculum which includes all the experiences provided to children. A well designed curriculum can only be successful if teachers are professionally trained in delivering and implementing it in the right manner.

Let us take an overview of the roles of an ECCE teacher:

- 1. Roles of an ECCE teacher in child centered education as a facilitator :** A facilitator is someone who helps to bring about an outcome. In education, outcome means learning results from teaching activities. A facilitator can provide direct, indirect or unobtrusive assistance, guidance, or supervision to children. A teacher encourages participation of learners, promote mutual understanding and develop sense of shared responsibility and group among children. Education system that caters to the needs and requirements of children which are age and stage appropriate is termed as **child centered education**. In such a system, the teachers, educational planners, curriculum designers formulate all teaching activities in accordance to the growth and developmental needs of children of a specific age group. There are several developmental aspects of children during



each growth stage [early childhood (infancy), later childhood and adolescence] namely – physical, social, emotional, cognitive, aesthetical, cultural and spiritual. A child is unification of these aspects. As a facilitator, responsibilities of a teacher are many. Subjects, its content and subject matter, collaborative indoor and outdoor activities, extracurricular activities, games and other creative activities all have to be well planned for the entire academic year as per the need of children of a specific age group.

An example is given here to explain in detail : Early childhood education curriculum, methodology, activities, learning outcomes, evaluation and assessments, subjects and its subject matter, play activities etc must be designed keeping in mind the various developmental aspects of children of the age group coming to this stage. Children at this age need more physical engagement programmes as they learn to socialize, gain emotional stability, learn to form groups and become active and healthy. Play activities and other scholastic work cannot be such which may cause boredom, stress and fatigue. Things that can be learnt easily with fun and with less effort must be designed. For this a teacher must have appropriate pre - service and in service professional orientation and training in early childhood care and education (ECCE).

2. **Role of ECCE teacher in making learning joyful :** An ECCE teacher must have sound knowledge and understanding of basic principles of teaching. Teaching must progress from what is known and move towards unknown. It should be based on child's existing knowledge of what is to be taught. It should be specific in the beginning and then move towards generalization of fragmented knowledge. Inclusion of activity or participation based learning also makes learning joyful, meaningful and active participation from children.

An example is given here to further elaborate this point: All birds fly because they have wings, anything that is light will fly away when fast strong wind blows, animals that we see around us are different from animals that live in the wild. Every object that you see has a specific place and defined areas to be kept (this helps them to understand how different rooms in their homes have different objects. It helps them to understand order and specific places for objects, making them to be found easily when needed, etc). When a teacher presents subject matter which is partially known to children, makes it easier for the teacher to introduce content and explain it thereafter. Whole hearted participation of children is important to get to defined learning outcomes. The subject matter should be known, content should be familiar and accessible to



most of the children in their immediate environment. All this makes learning joyful. A teacher should be aware of the socio-economic and cultural background of her/his class as a whole. This will help her/his to identify and use appropriate/suitable teaching – learning materials and resources. **I know this, Oh! this is easy**, a few strong emotions in children. This makes learning fun.

3. **Role of an ECCE teacher in the development of children** : A child is not a physical body or an intellectual entity to be measured on narrow parameters of looks and marks. S/he is a consolidated whole of inborn talents, environment, thoughts, principles, values, culture, traditions, personal likes and dislikes etc. if we take a child as a whole, then the units of the blocks are – physical, social, emotional, cognitive, cultural, aesthetical and spiritual. A teacher needs to address all these units to help a child grow into an all round personality. Therefore a teacher carries an enormous responsibility of framing and designing the curriculum, activities and learning experiences rich and wholesome so that each and every child gets an equal and fair share of learning opportunities. A teacher is a catalyst (means, medium) between knowledge and its utilization by her children. S/he has to understand her/his responsibilities, children needs and social dynamism (changing world, social patterns due to time and technology) to empower her/his children and bring out the best in them. **Gandhi ji said , “ education brings out the best in a man and the child.”** A teacher helps children unfold (know themselves, their potentials) what is enfolded (what they are born with) in them through her/his act of teaching.
4. **Role of the teacher in assessment:** (communicating and reporting progress of children) – Assessment is a methodical basis for making assumption about the learning and development. It is the process of defining, selecting, designing, collecting information and records, analyzing, interpreting, and using acquired information to boost children’s learning and overall development. The teacher’s assessments of her/his students should be objective and not subjective. S/he should give positive feedback and not use negative terms and sentiments. Her/his reporting and discussion about progress and issues should be child focused and free of comparison and bias. Reporting should include all aspects of child development. Areas of concerns should be marked. Parents and teachers are two poles of a bridge on which a child travels. They should make a strong and steady support for directional growth and development.

3.3 PROFESSIONAL DEVELOPMENT OF ECCE TEACHERS

There is a SAYING that special training is not necessary for ECCE teachers as their job simply involves engaging children for some time (i.e. organizing some play activities, and taking care of young children). In fact, any person who has a caring temperament towards children, or who herself is a mother, is considered a potential good teacher / staff member in early childhood programmes. It is because of this perception that untrained teachers are posted in a majority of pre - schools in the un-recognized private sector. Nearly, over three-quarters of teachers engaged in ECCE have not received any type of pedagogical training. There exist tendencies to recruit untrained or poorly qualified teachers in the ECCE centers, which often have serious consequences for early childhood education quality (NCTE, 2005). Needless to say, these assumptions are professionally not sound and problems of quality have become a great challenge in ECCE.

A teacher can make or break the personality of a child. Such is the influence of a teacher on children. A teacher is the one who carries out activities in the class. S/he instructs, directs, assists and organizes activities for children for their all round growth and development. Teachers need motivating environment, continuous opportunities for professional development and interaction. Teachers must feel a sense of pride in belonging to a well-qualified and vibrant professional group.

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Figure: 3.4: Ways in which Professional Development Helps

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3.3.1 Capacity development

Fosters a sense of ownership and empowerment in an ECCE teacher. It refers to any effort being made to improve the abilities, skills, and expertise of educators. It provides the opportunity to implement activities that promote active learning. It includes skill enhancement and training, discussion and innovation, workshops by field experts, hand holding by head of the departments, up gradation through available technologies, exchange programmes with other pre –schools within and outside country, giving time for professional growth, suitable rewards and recognitions for any good efforts made in job, making teachers self confident and helping them know themselves better, engaging them in creative activities empowers them. If teachers feel belonged, recognized and encouraged, they will automatically pass on this feeling many folds into the active teaching learning process in their everyday class room interactions with her/his children.

Let us understand Professional development of teachers listed under two heading:

- (a) **Personal development** : *components of personal development are -* personality, knowledge, communication, attitude, aptitude, creativity and motivation. Personal development can be done by investing in exploring and expanding self knowledge. When one becomes self critical and questions oneself and is ever curious to find new elements to understand, more and more, will develop a dynamic personality.
- (b) **Professional development** : *components of professional development are -* work ethics, commitment, will and determination, experience, self realization or actualization, open to experiment, taking on new challenges, constant search for new avenues of acquiring knowledge, methods and techniques of the profession and leadership abilities. Professional development should be designed to facilitate teachers developing and applying the skills and knowledge necessary to support students achievement. The goals should focus on student's academic needs and the skills and knowledge teacher's need to meet those goals. **For Example -** Workshops and seminars on classroom management, discipline, guidance and counseling, evaluation techniques, communication skills, new and innovative teaching methods etc can be held at the ECCE centre or/and ECCE training institution from time to time. Special recreational and creative games and activities will also help teachers unwind and explore their capabilities.

Let us understand specific areas in which **Capacity Development** operates. Areas of Growth and capacity development of Teachers are:-

1. **Self-evaluation** : to evaluate oneself is very important. One should be guided through the process of self evaluation from time to time. There are many ways



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to do so. First is through achievements of the children, second self criticism, third by analyzing over the years of performance as grade teacher and self observation while active in class room teaching learning. A properly maintained teacher's diary can help a long way in self evaluation. Noting down every bit of information is helpful in recollecting events where children found things difficult, solutions to problems and grey areas or hard sport of teaching – learning experiences. This will help a teacher avoid repetition of unwanted behaviour and repeat successful ones.

WHAT *makes* EFFECTIVE TEACHER PROFESSIONAL LEARNING?



Figure: 3.5 : Effective Teacher Professional Learning

3.3.2 Pedagogical learning

3.3.2.1 Sound knowledge of the content or mastery.

- (a) **Professional experience** : understanding learning difficulties among different children, difficult areas in subjects and topics, organizing previous successful and unsuccessful teaching learning experiences and making most of them to solve present problems.
- (b) **Development of teaching skills** : skills of introduction, skills of example with illustrations, skills of questioning and answering, skills of stimulus variation, skills of explanation etc.



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- (c) **Understanding three important teaching learning behaviours** : psychomotor behaviour (skill based), affective behaviour (emotion/attitude based) and cognitive behaviour (knowledge based), each focusing on different aspects of child development

3.3.3 Adaptability – with environment and self

- (a) Respond appropriately to children with diverse learning needs **For example -** *If a child is a slow learner and finds difficulty in coping with the pace of general class room teaching – learning activities , then a peer tutoring arrangement can be provided, assistive learning techniques like remedial teaching can also be provided.*
- (b) **Face and handle unexpected situations in the classroom – confusion, dilemma, commotion, indiscipline, unrest, etc.** : children have different learning pace. Some learn fast and some are slow learners. This at times can create disturbance because children who have understood may lose interest in class while a teacher is busy explaining and clearing doubts of others. A teacher should know how to deal with these recurring classroom issues.
- (c) **Interact and communicate with fellow teachers, children, parents, institution heads and management** : a teacher is a link between all members involved in the education of children, including children. S/he has responsibilities and is accountable to them. S/he has to keep all well informed all the time so that the ultimate goal of education is achieved. Her/his communication skills should be good and effectively utilized. Open interaction is key to make the teaching – learning process a success.
- (d) Implement new strategies and techniques in teaching practices to remain updated and attract love, compassion and respect from children and fellow teachers, parents and administration.
- (e) **Make modification in lesson plans whenever needed**: A teacher always plans. S/he never enters a classroom unplanned or unprepared. A good teacher will always prepare backup plan if at any point of time s/he feels that things are not working as per plan.

3.3.4 Communication

A teacher has to be a good communicator. Her/his job requires her/his to have perfect communication skills and a good command over spoken and written language. S/he

must be trained on these lines during initial teacher training and also as an active ECCE teacher. The following points have to be kept in mind.

- (a) **Active listening** : A teacher should be a good listener. S/he will come to know about issues and problems only when s/he listens patiently. Children need a teacher, parents and their adults to listen to them patiently. This makes them confident and secure. This helps in language development in small children. Hence her/his abilities to listen and interpret things needs development.
- (b) **Speaking clearly and be focused**: Use of appropriate language is very important. Teachers should have good control and command over used and prevalent language structure. Small children learn through imitation, they have a habit of copying their elders and teachers without doubt. Hence a teacher's capacity to speak correct language should always be updated through available technology and human resource.
- (c) **Non-verbal language**: (eye contact, smile, energetic body language to transmit enthusiasm) – You must know that, body language is another most important tool in communication, especially in class room teaching learning. Your presence is enough for children to be in discipline. A warm personality, expressive face and sparkling eyes are comforting to children as they feel that their teacher is approachable. Usually a healthy and happy child participates whole heartedly in daily learning activities. It is suggested that a body language expert, personality trainers should be invited to provide such kind of training to ECCE teachers at regular intervals. One must carefully observe an experienced teacher in an active class room session to understand non verbal language properly. Role playing by mentors may solve the issue to a great extent.



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3.3.5 Organization

Structural organization and psychological organization of the experience of entire career and examples set by others help in developing capacity of teachers. A favourable work environment is very important for teachers to work in peace. Constant stress at work place is a negative marker and retards personal abilities to perform. Suitable rewards for good performance, encouragement, appropriate guidance when needed or asked for, free work space, planning of recreational activities, providing latest technologies to help teachers explore, experiment and apply new innovations, appropriate promotion policy helps a lot in developing personal and professional capacity of existing teachers. A happy teacher promises a happy class.



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3.3.6 Innovation – let us see how an ECCE teacher can be innovative

- Think in unique ways to make learning significant and fun at the same time. Repetition can be boring and with time may lose learning abilities and relevance. To find, explore and innovate with activities will be beneficial to children for learning.
- You must be willing to try new strategies and techniques to achieve students' academic success.

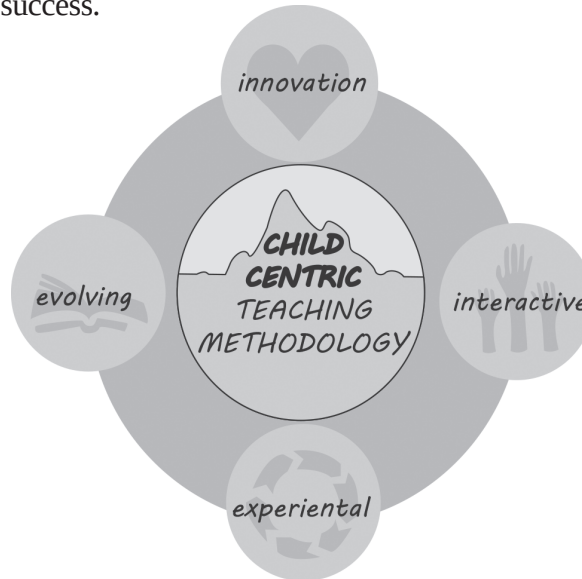


Figure: 3.6 Features of Child Centric Teaching

- You should be aware of individual learning needs of your children. Children come from diverse backgrounds and this creates knowledge gaps. As a teacher one must acknowledge these differences and plan a wholesome and experience rich pool of activities so that learning gaps can be fixed.
- You must identify children struggles and challenges (loss of interest or focus, lack of understanding, low participation in learning activities, etc.) and discuss with them for resolving the problem.
- You must constantly find new ways of motivating and encouraging children to help them reach their goals.
- You must be a lifelong learner who never stops developing their teaching skills and must be a self critique.
- You must be focused on consistently improving childrens performance in class.
- Your efforts should help children to question everything and develop critical thinking.

- As a facilitator you must encourage children to take intellectual risks. Involve children in discovery learning methods, individual tasks, group tasks, create a healthy competition among children and reward their efforts and encourage participation.
- You should promote collaborative work to help them understand the concept of social productivity and social engagement.

3.3.7 Leadership

The abilities of a teacher to lead in different areas of education needs guidance. It is also a quality one is born with. With time and favourable environment it strengthens. By giving responsibilities and pushing helps in developing this personal trait. Leadership is well recognized in critical situations. It may be known to a person or be accidentally discovered when put to test. Workshops, planned activities, increasing job roles are good ways to develop leadership capacity in an ECCE teacher.

3.3.8 Continuous Functionaries Learning

Learning should never cease (stop). Rabindra Nath Tagore said, “*The teacher is **Guru**. S/he is to guide and stimulate the students.*” He remarked, “A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn in its own flame.”



Figure:3.7: Learning by different ways



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Provision for on the job learning, encouragement to learn, setting goals to learn and organizational facilities to learn is important. Resource centers for ECCE teachers should be created and regularly updated, departmental training of heads for downward filtration of knowledge, social mechanism should be set up to make things and time available to working teachers for their continuous up-gradation while working.

So, you may be aware that professional development is not just a concept, it is a principle upon which a strong future lays its foundation. It must be in principle guaranteed to all ECCE teachers / facilitator working and would be working. **There are four teacher competencies to be developed by an ECCE teacher to maximize student's performance :**

- (a) **Classroom Management:** how you conduct the class, manage activities, manage children individually and in group, planning, organizing and executing class room work etc.
- (b) **Instructional Delivery:** conducting class with appropriate teaching devices, tools and methods.
- (c) **Formative Assessment:** developing formative assessments, collecting feedback and assessing learning outcomes.
- (d) **Personal Competencies:** skills of teaching, communication, knowledge, will to work, aspiration and determination to work.

Planning lessons, communicating to children, managing class room activities, carrying out daily academic and administrative work and assessing the activities of the teaching-learning process more effectively and being open and adaptive to new things, i.e., being flexible to different children's needs and preferences shall help you to become an efficient ECCE teacher or an ECCE center functionary.

3.4 METHODS OF PROFESSIONAL DEVELOPMENT

Let us now look into some strategies of professional development.

Professional development of ECCE teachers can be facilitated by providing them with multiple forms of training and education opportunities. There are various methods of imparting professional development. The ECCE centres can identify one or more methods for their ECCE personnel based on the requirements of their organization and the availability of human and financial resources. Some of the common methods of professional developments are given below:



3.4.1 Induction Programme

These are organized for newly recruited teachers and personnel and help them in preparing for the job responsibilities they have to perform. The induction programme should facilitate smooth transition of the new educators from pre-service education to working life in the ECCE centre. Induction programmes attain all the more significance in community based non - governmental and government programmers such as ICDS which rely heavily on community based voluntary workers to function as ECCE teachers, caregivers and educators. They may not possess the requisite qualification and would need support in the form of induction training before they take up their job responsibilities.

3.4.2 Conferences and Seminars

The teachers may be deputed to attend the relevant seminars and conferences in order to update their knowledge and also learn from sharing of experiences of the fellow participants. Conferences and seminars help refresh the skills of the teachers and also keep them update with the latest developments.

3.4.3 In-house training programmes

This is a commonly adopted training method, wherein training activities are organized in the premises of the organization. A very common practice among educational organizations is to conduct such training programmes for the teachers during the vacation of the children so that the routine is not disturbed. This method provides a scope for customization of the training programmes according to the needs of the organization and is generally cost effective as it saves the travelling cost and cost of lost human power days due to sending the employees away for training. It can be organized according to the convenience of the organization. Now a days professional development programmes as in service programmes are available through distance and open learning online and blended mode. These modes help the ECCE teachers and the organization to get the training without being absent from the job for example – the present course is the best example of this NIOS has been offering certificate in early childhood care and education through distance mode for two decades.

3.4.4 Personal development plans by promoting enrollment in professional training

For untrained teachers through open and distance education programmes which may be full-time or on-the- job training and professional development courses. Today there



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are plenty of organizations like IGNOU, NIOS, and State Open Universities etc. which offer opportunities for enrolling in a variety of courses. The management of the ECCE centre must encourage the teacher to join relevant courses to achieve their own learning goals and incentives may be given on successful completion of the course.

3.4.5 Short term Skill Specific Modular Programmes

with graded training material to facilitate acquisition of specialized training that systematically introduce concepts, building on the prerequisite knowledge and skills of the teacher. These credited modules may be undertaken individually as standalone courses or as a component of part-time/ distance mode graduation/ diploma/ certificate programme.

3.4.6 Workplace Learning

The workplace is a key setting where learning takes place. Every day of work adds loads of experience and knowledge in a teacher's profile. This can be further built upon by attaching the new teachers with experienced teachers of the organization in some mentoring and apprenticeship programmes. Well planned mentoring programmes reap benefits for all stakeholders i.e. the mentor, and the organization. Weekly/ monthly meetings may also be organized for sharing of challenges and innovative strategies to address those challenges; reviewing of latest researches/ books/ training manuals etc.

Besides providing opportunity for professional development to the teachers, the organizations should also provide an environment that is conducive to innovations and change. For instance, if the training has been organized to foster the skills of the ECCE teachers. If the teacher has learnt some innovative methods and wants to reorganize her classroom interaction processes, s/he should be encouraged to innovate rather than continue with the old methods.



INTEXT QUESTIONS 3.2

Q.1. Answer the following questions.

- Mention any four methods for organizing professional development of the ECCE personnel.
- What are the four teacher competencies to be developed by a teacher to maximize student's performance ?
- Why a teacher should be an active and good listener. Discuss

**ASSIGNMENT 3.1**

1. Talk to two ECCE teachers and list out the role she/he performs.
2. Prepare a set of questions to be asked during the selection interview of a teacher. The questions framed should be able to elicit all information in relation to the job profile of the teacher.

**WHAT YOU HAVE LEARNT**

In this lesson, you have learnt that:

With the rapid changes occurring in the contemporary society, teachers in an ECCE centre should receive periodic training to upgrade their skills and knowledge. ECCE service providers should organize regular training programmes so as to provide induction for newly recruited teachers to give early career support, refresher courses for existing teachers, and advanced training for teachers with specialized needs for mentoring them throughout their career. Professional development opportunities should update the staff and enhance their efficiency to provide positive and enriching environment to promote holistic development of young children. Various measures can be adopted to provide comprehensive professional development opportunities wherein all the strands of teacher preparation are well coordinated, and should be implemented in a coordinated manner so as to have skilled and qualified ECCE teachers and personnel.

**TERMINAL EXERCISE**

Emotional strength is decisive and it is needed to become a good ECCE teacher. Discuss in a group.

1. A teacher is born or built. Conduct a brain storming session.
2. Discuss creativity and how it is instrumental in intellectual development of children.
3. What role do you play as a ECCE teacher in bringing out the best in a child?
4. Being adaptive is an important personality trait especially in an ECCE teacher. Discuss.
5. Freedom is essential for growth. Discuss in the light of Educator professional development.
6. Mention components of quality in education.
7. What role can a teacher play in child centered education?



Notes

- 8 Why should an ECCE teacher have knowledge of developmental aspects of children?



ANSWER TO INTEXT QUESTIONS

3.1

1. Qualitative qualities - include professional code of conduct. Knowledge of subject and profession, eagerness to learn more, extending your knowledge to children, create love and fondness for learning in children, remain objective in approach while dealing with problems and issues of children and classroom teaching – learning activities.
2. Quantitative qualities include personal traits like- positive outlook, creativity, Compassion, sense of humor, attitude, display of human and personal touch in work and communication, etc.
3. Children are vulnerable and feel extremely insecure when they step out of their secured environment, home. A warm welcome, gentle body language, sweet smile relaxes a child and helps him / her move in an un-familiar environment. A determined teacher will find her/his way into children's heart and make all possible efforts to facilitate their all round development.
4. Children need to be provided with opportunities to experiment and innovate. Hence, creative and innovative teachers are a must if the objectives of ECCE are to be attained.

3.2

1. Any four of the following
 - Induction programme
 - Conferences and Seminars
 - In-house training programmes
 - Personal development plans by promoting enrollment in professional training
 - Short term skill specific modular programmers.
 - Workplace learning



2. They are:

Classroom management – how you conduct a class, manage activities, manage children individually and in a group, planning, organizing and executing class room work etc.

Instructional delivery – conducting the class with appropriate teaching devices, tools and methods.

Formative assessment – developing formative assessments, collecting feedback and assessing learning outcomes.

Personal competencies – skills of teaching, communication, knowledge, will to do work, aspiration and determination to work.

3. Teacher will come to know about issues and problems only when s/he listens patiently. Children need a teacher, parents and their adults to listen to them patiently. This makes them confident and secure. This helps in language development in small children. Hence her/his abilities to listen and interpret things needs development.



KEY LEARNING OUTCOMES

After reading this lesson, the learner will be able to:

- describe the role and responsibilities of teachers.
- describe the qualities of an ECCE teacher.
- explain the need for imbibing specific qualities to prepare an inclusive teacher.
- enumerate strategies of capacity development of teachers.
- communicate and report children's progress.



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Module - 2

ECCE Organisation and Management



Notes

Qualities and Role of an Ecce Teacher

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**4**

SUPERVISION AND MONITORING IN THE CONTEXT OF AN ECCE CENTRE

INTRODUCTION

Quality regulation and assurance in Early Childhood Care and Education (ECCE) are challenging matters in many countries that widely dominate the current situation. Over the years approaches to quality regulation and assurance have been put into practice in different ways. We all are quite familiar with the importance of early childhood education for all children so that their capabilities are fully met and developed properly. This lesson provides a broad introspection into different aspects of supervision and monitoring an ECCE centre.

We all know that all organisations need to be supervised and monitored well to be successful. Even a home runs smoothly because of good planning and if you analyse the working mechanism of a home, you will find that, like any other organisation, the home has a well-defined mechanism.

In this lesson, we will explain the terms supervision and monitoring, the difference between the terms supervision and monitoring and their role in running an ECCE centre as an organisation effectively and efficiently. This lesson will also describe the importance of keeping records and types of records to be maintained in an ECCE centre. The process of accounting and auditing of finances of an ECCE centre will also be discussed.



OBJECTIVES

After reading this lesson, you will be able to:

- know the term administration;



- understand the term supervision and monitoring;
- comprehend the concepts of management, organization, and supervision;
- know different types of records and the procedure of maintenance;
- comprehend needs and importance of maintaining records;
- understand the mechanism of monitoring and supervision of different resources;

4.1 MEANING OF ADMINISTRATION, SUPERVISION AND MONITORING

Administration and supervision both are closely and functionally related, they coordinate and supplement each other, both have the same functions. The basic function is the creation of favourable conditions for the educational organisation and their maintenance at an effective level. One cannot go on without the other. Administration provides the educational setting or the teaching-learning situations; supervision is to evaluate its strengths and weaknesses and continuously improve it.

An ECCE centre also requires good administration and management to achieve its goal of providing the required learning environment that will promote and ensure the holistic development of children. All the stakeholders need to work in an organized and coordinated manner for the ECCE centre to be successful.

In this lesson, we will discuss administration and management and also the difference between supervision, monitoring and mentoring and their role in running an ECCE centre.

4.1.1 Meaning of Administration and Management

An ECCE centre, like any other organization or institution, requires proper administration and good management, if it is to be successful and achieve the desired goals. Let us first understand what these two terms mean.

(a) Meaning of Administration

The word Administer is derived from the Latin word “ad + ministrare” which means to care for or to look after people to manage affairs. In simple terms, Administration means the process or activity of running an organisation.

It is to control and manage the group of people or part of an institution that organises or controls something in which authoritative body is responsible to its members and the working committee.



It encompasses:

- creating rules and regulations to run the centre
- making decisions, as and when required, in the interest of the stakeholders
- managing varied operations being carried on therein
- choosing required staff
- directing the activities of various units to achieve set goals and ensuring efficient performance
- connecting links between senior management and employees

(b) Definition

- **Administration** is the organisation and direction of human and material resources to achieve desired ends. - **Pfiffner and Presthus**
- **Administration** has to do with getting things done, with accomplishment of defined objectives. - **Luther Gullick**

4.1.2 Meaning of Management

Management refers to the organization and coordination of all activities being carried out in the organisation in order to achieve its objectives. The coordination includes activities like creating policies and organizing, planning, controlling and directing the organization's resources to achieve the objectives of the organization. It also includes allocating resources to accomplish the desired goals. Management also includes planning, organising, staffing, leading and controlling the various activities of the centre. Good management helps to motivate all to work towards the common goals of the ECCE centre.

4.1.3 Administration and Management in the Context of an ECCE Centre

The early childhood centre head or incharge is responsible for the overall operation of the centre and services being provided by it. Depending on the size of the centre and number of employees working in the centre, the roles and responsibilities of early childhood head/incharge may vary.

Both administration and management are concerned with the basic functions of planning, organising and controlling. In organizations, there are mainly three levels of management:

ECCE Organisation and Management



- Top level comprising of the owner(s) of the centre
- Middle level comprising of Centre Head and assistants
- First level comprising the ECCE staff/teachers

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

- the direction and supervision of the work of the entire staff ;
- recruitment, induction, training, development and performance management of staff;
- overall safety and well-being of the children in their care;
- setting policies and procedures for the service and ensuring their implementation;
- ensuring compliance with the Child Care (Pre-School Services) Regulations and all other relevant legislation;
- management of the finances of the service and reporting the same to the committee/board of management.

The main administrative post in a school is that of Principal/ Centre Head. The Head is assisted by a deputy principal or assistant, depending on the size of the centre. The management authority is the school board of management, generally composed of owners/patron's nominees, the principal, teacher representatives, parent representatives and co-opted members of the community.

(a) ECCE center staffing varies. It is based on:

- the size of the center
- the number and needs of the children attending
- any additional services provided by the center

Day-to-day management and supervision are provided by the Principal/Centre Head.

(b) Employees of an ECCE centre comprise of:

- Principal/Centre Head , providing day-to-day management and supervision
- ECCE staff includes head teachers, assistant teachers and supporting staff/ caregivers.
- other employees may include receptionist, accountant and maintenance workers, housekeeping staff, security personnel food worker and transportation staff etc.

**INTEXT QUESTIONS 4.1****Q.1. Answer the following questions**

- What do you mean by the term ‘administration’?
- Mention the three levels of management in an organisation.
- What are the different types of employees in an early childhood centre?

4.2 MEANING OF SUPERVISION AND MONITORING

All children have the right to equal access to learning so that their capabilities are fully developed. It is important that all teachers and staff recognise their capabilities and seek advice and support whenever needed to help them to reach their potential. Supervision and monitoring are important for sustaining and improving the quality of services provided in an ECCE centre.

4.2.1 Meaning of Supervision

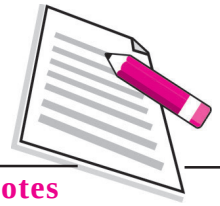
Supervision means to give direction, act or give instructions to someone in order to oversee their work/activities ensuring they are performing correctly and efficiently. The effective supervision plays a key role in supporting the valuable resources to deliver high-quality care and support.

The English noun “supervision” is derived from the two Latin words “super” (above) and “videre” (see, observe).

In a nutshell, supervision is observing the work of the employees or staff and effective supervision plays a key role in helping and promoting them to deliver high-quality care and support. Effective supervision supports good working relationships with others like the head/principal, fellow teachers, other staff, parents and community. It helps to identify, understand and address any issues and celebrate achievements, and gives the opportunity to discuss learning and development of children with others.

4.2.2 What does adequate supervision look for at the ECCE Centre?

Although the provision of adequate supervision depends somewhat on the children’s ages and abilities, every child at the centre should be observed and monitored actively and diligently. It means being aware of children at all times where there are indoor activities, outside play areas, rest hours, meal time and all activities that are planned for the children everyday.

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Children of different ages and abilities need different levels of supervision and facilitation. Younger children always need to be in sight of an adult caregiver whereas older children may not. In general, the younger children are, more in need of an assistant to be physically present and close by to support and help them.

Adequate supervision is likely to be different for different activities and services. For example, in a centre-based service for young children, adequate supervision will mean that the children remain in close observation/supervision and monitoring of the teachers or caregivers.

Whenever children are being cared for, teachers may need to make decisions throughout the day about where they are best placed to adequately supervise each and every child.

In a group of children of the same age, there may be some children who need more supervision than others. Teachers learn about this as they get to know children.

4.2.3 Planning for supervision

For centre-based services and activities several factors may affect decisions about how many teachers and staff are needed for supervision and where they should be placed. The number of teachers needed in each area of the activities or service for adequate supervision need to be carefully considered. It may depend on the number of children enrolled and the different areas in which the children are participating at one time during the day. A flexible approach to teacher placement throughout the day may be required to ensure effective supervision.

Adequate supervision requires that teachers and staff must have cordial interpersonal communication and are willing to work as a team.

All areas available to children in all activities and service types must be supervised. All teachers must be alert to and aware of what is going on around them. They must be attentive to the possibilities for any mishaps like accidents, injuries and other harmful incidents throughout the time children are in the centre, not just within their own immediate area. It is also a teacher's responsibility to guide parents and caregivers at home for children's care.

4.2.4 The purpose or need for supervision are

- checking on the availability of teaching-learning materials
- advising or guiding on the appropriateness or suitability of the teaching-learning materials in use



- advising on the school or centre environment
- promoting curriculum adaptations and innovation
- providing feedback on teacher performance
- identifying needs for staff development
- conducting quality assurance checks
- ensuring teacher motivation and morale; and
- providing professional support and guidance to the teacher

4.2.5 Benefits of Supervision

- Supervision provides an opportunity for learning in case there are any gaps in the knowledge or skills of the service provider.
- Supervision helps in understanding ground realities and challenges, and a good supervisor can suggest or provide means to overcome the problems.
- Supervision motivates the ECCE teacher to perform well.
- Supervision helps in building the team.
- Supervision also helps in making the teacher aware of new guidelines and notices.
- Supervision helps the teacher relate better to the community.

4.2.6 Educational and developmental benefits of supervision

Supervision can help teachers and staff to develop critical thinking and analyse skills, explore their own learning and developmental needs and identify opportunities to address those needs.

For supervisors, this function might include:

- assessing staff skills and knowledge, and identifying any gaps and/or learning and development needs
- helping teachers and staff to identify their preferred learning styles and barriers to learning
- giving and receiving constructive feedback
- supporting teachers and staff to reflect on their learning opportunities and ensuring that they know how to apply the learning in practice or in real situations



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INTEXT QUESTIONS 4.2

Q.1. Answer the following questions.

- Explain the term ‘Supervision’?
- How is adequate supervision helpful in ECCE Centres? Explain any two points.
- What are the purposes and benefits of supervision in an ECCE centre?

4.3 MONITORING

Monitoring is very important in planning and implementation. Implementation is nothing but carrying out all activities planned for fulfilling the objectives of an organisation or in other words it is about supervising or observing activities in progress to ensure that they are planned and carried out suitably in order to meet the objectives. Monitoring is the continuous review of programme implementation to identify and solve problems or difficulties so that activities can be implemented correctly and effectively. It involves regular collection and analysis of information/ data on the programme’s activities.

4.3.1 Why is Monitoring useful?

The points listed below give the usefulness of monitoring process in the management of an organization:

(a) Analysing the programme

Monitoring is a process that involves collecting and analyzing data to measure progress towards achieving specific goals and objectives. This process helps to identify what is working and what is not and to make informed decisions on how to improve their programmes and projects.

(b) Determining whether the inputs (resources) are well utilised

Measuring inputs allows one to determine whether they have allocated the appropriate resources to achieve their goals. By monitoring inputs, the ECCE centre can identify areas where additional resources may be required or where resources are being used properly.

(c) Identifying problems faced and finding solutions or alternatives

Measuring inputs helps to identify ways to use resources efficiently. By identifying areas where resources are being wasted or poorly utilised, an ECCE centre can take steps to optimize their use of resources and improve their efficiency. It helps



to identify areas where resources are not being used effectively and allows for corrective action to be taken.

(d) Ensuring that all activities are carried out properly and in time

Measuring inputs is an ongoing process that allows one to continuously improve their operations. By monitoring inputs over time, the centre may be able to identify trends and make adjustments to their approach to achieve desirable results.

A basic point in developing an ECCE setting is continuous supervision and monitoring the success of the programme. As children grow and develop or there is a change in the group of children in the community, the programme needs to be adapted or modified as per the requirement. Therefore, ECCE programmes need to monitor the changing needs of children, their families and communities, as well as new information they gain through monitoring both the children and the programme.

4.3.2 Why is it important to monitor children's development and identify developmental concerns early ?

The most important reason for monitoring is to find out if a child's development is in the desirable direction or not. It is important to act early if there are signs of developmental delay because early intervention is important for properly guiding a child's skills and abilities.

4.3.3 Difference between Supervision and Monitoring

Supervision encourages open, two-way communication and builds team approaches that facilitate problem solving. Monitoring involves regular collection and analysis of data on various aspects of programme activities. The difference between these two have been presented below in a nutshell in a comparative manner :

Supervision	Monitoring
Supervision is for a long time.	Monitoring is for short time
Supervision is a wider term which includes monitoring.	Monitoring does not includes supervision
In supervision there is personal care than monitoring Supervision is mostly used for people.	Monitoring is mostly used for systems and projects. We monitor systems and not supervise them.

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ECCE Organisation and Management



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Supervision and Monitoring in Context of an ECCE Centre

Responsibility of the supervisor is much wider than the monitor. For teachers and staff inability to perform as per the expected level, the head of the centre/ section or supervisor is accountable.	In the case of the monitor, the responsibility is neutral.
Supervision is a management activity and head or incharge as supervisors have a management role in the organization.	Monitoring is a routine or continuous measurement of progress.



INTEXT QUESTIONS 4.3

Q.1. Answer the following questions.

- Define the term Monitoring Please give any two examples of monitoring at ECCE centre or classroom.
- Differentiate between Supervision and Monitoring? Give an example of each from an ECCE context.

4.4 ECCE CENTRE : DOCUMENTS , RECORDS AND MANAGEMENT

The early years are the most important period of growth and development in a child's lifetime. The foundation of all learning is laid during these years, getting the foundation right carries huge future benefits: better learning in school and higher education attainment results in major social and economic gains for society.

Records are documented and information generated, collected or received in the starting, conduct or completion of an activity. They comprise sufficient content, context and structure to provide proof or evidence of the activity. Specifically, these records are a unified, comprehensive collection of documentation concerning all services provided to children. This may include intake information, assessment(s), all secure information regarding children, etc.

It is important to keep records to modify strategies because records can help you spot gaps and suggest improvements. Keeping a record will also make it easier to construct formal and informal reports on the progress of children. All children develop and communicate in a different way. To plan effectively for all children, it is necessary that all teachers and staff, document and keep records.



You are aware that the motive of Early Childhood Care and Education (ECCE) is to give responsive care, early teaching and learning and development which includes physical and motor skills (fine and gross); cognitive, emotional, language, socio-personal, creative and aesthetic acknowledgement. It includes elements of health, nutrition, care, play and early learning within a protective and enabling environment. Records will help stakeholders to check whether motive of ECCE programme has been achieved or not.

4.4.1 ECCE Centre: an introduction

As you learnt, ECCE centres are the places where children are exposed or provided a variety of learning opportunities through plays, activities, and games. Here young children are involved in various learning activities to make sense of the world in which they live. They provide a core foundation for lifelong development and learning, and have a lasting impact on early childhood development.

As you learnt,

4.5 MAINTENANCE OF RECORDS

Record is written in the form of diaries, registers or Computer Based data, the process of making an entry on a student's records is called recording, charting, or documenting. A record is a formal, legal document that provides evidence of a students' care.

Records are related to processes, i.e "information that is generated and linked to work processes".

Records should support accountability, which have direct evidence but also allow accountability to be traced; records must be preserved or stored well, some for a very short time and some permanent. For example keeping students' academic records for several decades is known as long term records to support future educational/professional endeavor whereas attendance, daily/weekly lesson plans, academic calendar are examples of records that require short-term maintenance.

Maintenance of records involves systematically organizing, updating and preserving important documents and information related to various aspects of organization. Proper record maintenance ensures accessibility, accuracy and legal and regulatory compliance requirements.

4.5.1 Purpose of records

Records provide the basis for planning to support and encourage the child. Record keeping and the storage of information are important functions of both the administration

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and teachers and staff of an ECCE centre or pre-school division in a school.

- records are the administration's memory
- records are an important tool in controlling an assessing work; they are kept to help to
- learn what is taking place
- make effective decisions
- assess progress towards goals
- provide an insight for re-planning purposes

4.5.2 Need and importance of maintaining records

All organisations need to maintain a variety of records, from expenses receipts in order to fill out the annual tax return, to an up-to-date set of health and safety documents which can help to keep on top of any legal obligations.

Every organisation must keep records. Keeping records is very important for the organisation. There are several benefits of maintaining records. Some of them are given below :

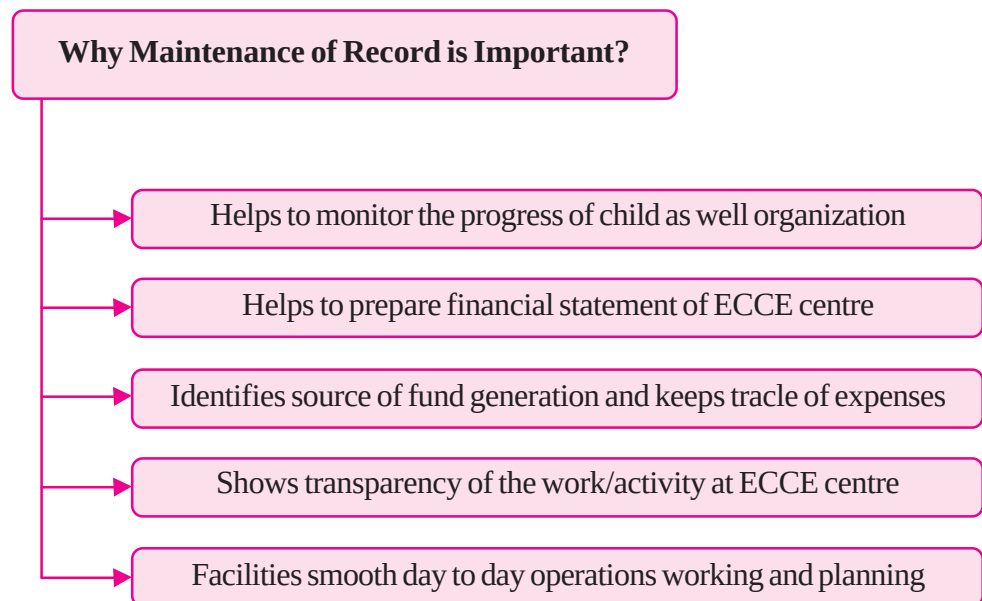


Figure 4.1 Need and importance of maintaining records

**INTEXT QUESTIONS 4.4****Q.1. Answer the following questions.**

- a. Mention any two purposes of maintenance of records in an ECCE centre.
- b. Explain in brief the needs and importance of maintaining records in an ECCE centre?

4.6 TYPES OF RECORDS AT ECCE CENTRES

From the above you might have been familiar with the importance of records maintenance in an organisation. As an ECCE centre or a unit in any school in an organisation, records at ECCE centres can also be used to:

- prepare a profile of each individual child
- communicate with family, caretakers and other ECCE professionals
- help evaluate provisions and planning
- provide for continuity from the centre to the formal school
- demonstrate accountability

4.6.1 Types of Records**Educational records**

“Educational records” are records that are directly related to a child and that are maintained by an educational agency or institution or a party acting for or on behalf of the agency or institution. These records include all important information related to each child. The information may be recorded in any way, including, but not limited to, handwriting, print, computer media, videotape, audiotape, film, microfilm, and e-mail. They are:

1. Attendance registers

The attendance register of children enrolled in the ECCE centre is maintained by the teacher and it maintains a record of their names with attendance on every working day.

2. Teachers’ attendance register

This is generally kept in the head or incharge office to keep information to show the time of arrival and departure of a teacher. It should be regularly signed by a teacher every day as per the rule of the ECCE centre.

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3. Admission register

It is a record of all the children who are admitted to the ECCE Centre. According to departmental rules, the admission register is to be preserved permanently and should be specially bound and kept in safe custody. Nowadays digital storage, if feasible, must be done.

4. Cumulative records

It is a document in which the relevant information about children at an ECCE institution is recorded cumulatively. This gives a complete and developmental profile of the individual child, which helps him/her during his/her long stay at the school and at the time of leaving it, in the solution of his/her many fold problems of personal, and social.

5. Miscellaneous records

- **Stock register**

This register keeps information of all the movable property of the centre. Here all the details about purchase and quantity of equipment or furniture, play materials, toys, almirahs, chairs, stationary, etc. are entered in this register. It also contains records of missing and other articles that need repairing.

- **Fee register**

In this register, the details of the payment and number of receipt issued is entered. If there is any scope of fee concessions and scholarships and other financial benefits are also maintained in the register.

- **Purchase records**

When articles are bought, receipts, cash memos etc. should be obtained and kept in the office for future reference. These have to be produced at the time of audit.

- **Correspondence registers**

All relevant letters or communications received from parents as well as replies sent to these should be recorded. Orders, circulars and notices are also safely kept in files.

- **Service book**

The service book contains the service history or records of the teachers



and other staff of the centre. Information like the employee's date of appointment, his /her date of birth, educational qualifications, identification marks, permanent home address, leave accounts, date of increments, if any of reinstatement etc., are carefully written in this book. The original service book is kept in the custody of the head in the institution.

- **Teacher and Staff records**

Individual records of all ECCE teachers or employees of the centre must be maintained. Each ECCE teacher or employee should have access to his or her records when needed. Supervision and training records of the staff and volunteers should be recorded and updated regularly.

- **Financial records**

Finances are essential for carrying out Centre activities. Like other resources, finances require strict regulations and management. Financial records need to be maintained for auditing and reporting purposes. Financial records at ECCE centres include cash books, ledgers and balance sheets. Now a days digital records are managed by many institutions.

Some other miscellaneous records which also need to be maintained are:

- A record of regular inspection for safety equipment must be kept in a book retained solely for this purpose.
- Menu records for Mid-Day Meals must be kept if applicable.
- School/ preschool /Centre prospectus.
- Photographs of the centre and its activities. Even website development and regular updation is also needed.
- Newspaper cuttings and scrap books relating to the centre and its activities.
- Plans of Centre Building.
- Time tables and records relating to the curriculum.
- Minutes and records of the Parent Teacher Association meeting or any other forum.
- Visitors Books.
- Documents relating to the foundation of the centre: trust deeds, building accounts, lists of subscribers to building funds etc.

ECCE Organisation and Management



ATTENDANCE REGISTER of the		for the month of	
REGISTER		2002	
Serial No.	Name	Rank	Roll No.
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Employee attendance check-in form									
Department:			Day of Year to Year						
Name	Attendance								Note
		Mon	Tue	Wed	Thu	Fri	Sat	Sun	
	Sign								
	Sign-off								
	Sign								
	Sign-off								
	Sign								
	Sign-off								
	Sign								
	Sign-off								

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Notes

Student Cumulative Record			
School Name :	Academic Year : 20 - 20	School Code :	
Student Profile			
Name of the Student		 Student's Recent Photograph	
Gender			
Class & Section			
Roll Number			
Admission Number			
Date of Birth			
Father's Name			
Mother's Name			
Guardian's Name			
Residential Address			
Contact Number			
Health Status	Height	Weight	Blood Group

Grading System Scholastic Areas					
Marks	Grade	Marks	Grade	Marks	Grade
37-40	A1	55-60	A1	91-100	A1
33-36	A2	49-54	A2	81-90	A2
29-32	B1	43-48	B1	71-80	B1
25-28	B2	37-42	B2	61-70	B2
21-24	C1	31-36	C1	51-60	C1
17-20	C2	25-30	C2	41-50	C2
13-16	D	20-24	D	33-40	D

- Vaccinations, health checkups of children.

Figure 4.5 Sample form of cumulative record



INTEXT QUESTIONS 4.5

Q. 1. Answer the following questions.

- Name any two types of records to be maintained at ECCE centres.
- Mention any three of the other miscellaneous records which are also needed to be maintained in an ECCE centre.



4.7 FINANCIAL REPORTING AND RECORDING

Financial reporting is a crucial process for all organisations, as it provides key information about the financial performance over time.

4.7.1 What is financial reporting?

Financial reporting is the process of documenting and communicating financial activities and performance over specific time periods, typically on a quarterly or yearly basis. There are several statements to use when reporting financial data, and the information you may include in these, documents fulfills several key objectives of the financial reporting and they are as follows:

- tracking cash flow
- evaluating assets and liabilities
- analyzing shareholder equity, if any
- measuring profitability, if required

4.7.2 Importance of financial reporting

Financial reporting is important because it:

- monitors income and expenses
- ensures compliance
- communicates essential data
- supports financial analysis and decision-making

Financial reporting is crucial for performing analysis to support decisions. Documents like the income statement and balance sheet provide real-time information that you can use to track historical performance, identify key areas of expenses and predict your future expenditure more accurately.

4.7.3 What Are the Four Basic Financial Statements?

There are four main financial statements given here:

- **Balance sheets**

A balance sheet is an overview that provides information about what the ECCE centre/organisation has or owns and what it owes or pays against loans. A balance sheet is divided into three sections, which include assets, liabilities and equity.

- **Income statements**

An income statement provides information about what the organisation earned. An income statement details how much revenue is generated through fees from



children, donations and rent from the premises, if any, and spent on salaries of the teachers and staff, rent of the building (applicable only if the centre is running in a rented building), electricity, water, etc., charges.

- **Statement of cash flows**

A cash flow statement shows how the organisation has used and produced cash over a certain period of time. It also provides information about what the organisation planned to spend money on. In other words, Cash flows are generally income minus direct expenses.

- **Shareholders' equity**

This includes the capital stock owned by all shareholders, paid-in capital and retained earnings.

Particulars	Amount Rs	Amount Rs
I) Sources of Funds		
A) <u>Owners Fund/Shareholders Fund</u>		
a) Share Capital		
Equity share capital	xxx	
Preference share capital.	xxx	
b) Add: Reserves and surplus		
Profit & Loss A/c	xxx	
General reserve	xxx	
Securities Premium.	xxx	
c) Less: Fictitious Assets	xxx	
Net Worth/Owners Fund.	(xxx)	xxx
B) Borrowed Funds		
Bank Loan	xxx	
Debentures	(xxx)	
Total Fund Available		xxx
II) Application of Funds		
1) Fixed Assets	xxx	
Land and Building	xxx	
Plant and machinery	xxx	
Furniture	xxx	
Vehicle.	xxx	xxx
2) Investment		
3) Working Capital		xxx
Current Assets		

Module - 2

ECCE Organisation and Management



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Supervision and Monitoring in Context of an ECCE Centre

Quick Assets		
Cash	xxx	
Bank	xxx	
Debtors	xxx	
Bill Receivable	xxx	
Total Quick Assets		xxx
Non-Quick Assets		
Stock	xxx	
Prepaid expenses	xxx	
Advances	xxx	xxx
Total Non-quick Assets		
Total Current Assets (Quick + Non Quick Asset)		xxx
Less Current Liabilities		
<u>Quick Liabilities</u>		
Creditors	xxx	
Outside Expenses	xxx	
Bill Payable	xxx	xxx
Total Current Liability		
<u>Non-Quick Liability</u>		
Bank overdraft	xxx	xxx
Total Current Liabilities		
Working Capital (Current Assets Less Current l)		xxx
Total Funds Employed/Applied		xxx

Figure 4.6 Sample of a Balance sheet

Income Statement

For the Year Ended XYZ

Revenues & Gains	
Sales	100,000
Interest revenues	3,000
Insurance proceeds	2,500
Total revenue and gains	105,500
Expenses & Losses	
Cost of goods sold	30,000
Advertising	3,000
Sales	4,000
Rent	10,000
Supplies	2,000



Notes

Utilities	2,000
Interest expense	2,000
Loss on sale of investment	6,000
Total expenses & losses	59,000
Net Income	46,500

Figure 4.7 Sample of income statement

STATEMENT OF DAY CARE HOME MONTHLY INCOME FY 15/16

Part I. *Instructions: You MUST check one of the following two boxes:*

- ☐ My signature certifies that this statement accurately reflects my actual circumstances. Income and expenses listed are supported by receipts and/or other appropriate documentation which I retain on file.
- ☐ My signature certifies that this is an estimate of my income and expenses to be used for a **TEMPORARY ELIGIBILITY DETERMINATION**. After 45 days, I will submit a statement based on actual income and expenses, as supported by receipts and/or other appropriate documentation that I will retain on file.

Provider Verification Signature _____

Part II. *Instructions: You MUST check one of the following boxes:*

The income and expenses below are for: ☐ Month of ____/____
☐ Year of _____

Part III.

MONTHLY INCOME	Sub-Totals	Totals																		
Parent Fees																				
CCFP Reimbursement (do not include reimbursement for own children)																				
Other Income-husband's salary, other job, etc.																				
TOTAL GROSS INCOME																				
EXPENSES																				
Monthly Expenses																				
Food (Enter the total number of meals served to day care children, including any meals not reimbursed by the Food Program. Do not include meals served to you or your own children.)																				
<table> <tr> <th>#Meals Served</th><th>Meal Rate</th><th>Food Expense</th></tr> <tr> <td>Breakfast</td><td></td><td>_____</td></tr> <tr> <td>Lunch</td><td></td><td>_____</td></tr> <tr> <td>Supper</td><td></td><td>_____</td></tr> <tr> <td>Snack</td><td></td><td>_____</td></tr> <tr> <td>TOTAL</td><td></td><td></td></tr> </table>	#Meals Served	Meal Rate	Food Expense	Breakfast		_____	Lunch		_____	Supper		_____	Snack		_____	TOTAL				
#Meals Served	Meal Rate	Food Expense																		
Breakfast		_____																		
Lunch		_____																		
Supper		_____																		
Snack		_____																		
TOTAL																				
Other Monthly Expenses																				

Figure 4.8 Sample of income statement of a Day care Home



Notes



INTEXT QUESTIONS 4.6

Q.1. Answer the following questions.

- Why is the financial reporting of the ECCE centre important.
- Name the four main financial statement.

4.8 UTILIZATION OF FUND

Management and Utilisation of Funds deals with procurement and allocation of funds. It also deals with monitoring their use that is, whether funds are used for the purposes or activities for which they were allocated. A financial plan is essential for effective and efficient utilisation of funds. It helps you in evaluating your present financial status and in setting goals for running the centre. In financial planning preparing a budget is the first step for the centre. The budget helps in forecasting the expenditures and estimating the revenues like, i.e. the source money will come from for the targeted or already identified expenditure. After doing this, you will get an idea of the financing gap or the difference between income and expenditure that you are up against. Accordingly, you can adjust or modify your income and expenditure figures. Either you can set priorities to cut your expenditures or can identify additional sources of funds. Budgeting also provides scope for financial adjustments in case of change of priorities or emergencies. Based on your budget, you can establish a plan of action over a specific period of time. All financial transactions need to be recorded promptly and accurately. Monthly review of expenses and income should be conducted. If possible, external auditing of the centre's financial records should be done annually.

4.8.1 Raising Finances

All organisations require funds to run successfully. With growing demands and rising expenses we need to explore avenues to raise finances to meet these growing demands. We can easily get support from the government and community, as they are important stakeholders in the children's well-being and success in life. One can approach the concerned ministries (e.g., Ministry of Women and Child Development) and departments (e.g., Social Welfare Board) for financial support. One can search the Internet for such schemes of financial support to pre-schools and apply for the same if eligible. The financial support requested could be partial or full.

Some ways of raising funds for the ECCE centre are:

(a) Grant in aid from the government

Besides the annual Grant by the government for ECCE Centre, Mini- grants



may be requested by the ECCE owners, for example, if an ECCE centre is associated with a secondary school, additional grants may be required to build up or update playground equipment or to develop learning materials. These Mini-grants are useful, but may not be able to meet the total financial help needed. Head or principal or management may be contacted and connected for the additional grants.

(b) Community involvement

The centre could organise various activities and events like annual day, sports day, cultural functions etc. to involve the community to sensitise it to the needs of the centre and motivate the members and parents to help and contribute as per their capacity.

Some of the popular methods of community involvement for raising finances are:

1. Fair/Functions

The centre could display and sell articles made by children or parents or community members. The visitors can ask to buy these articles by paying affordable prices to inculcate some profit to help raise funds for ECCE centre.

2. Volunteerism

One can save money not only through sale of materials but if skilled parents, artisans and professionals from the community can also help by providing volunteer services for ECCE centres. They can teach in the classes, organise health checkups or they can contribute in preparing learning materials for children.

3. Renting out the space

As ECCE centres maximum working hours are till 1:00 p.m. so after this the indoor space can also be rented for other purposes like running dance classes or art and craft classes, etc. If there is enough outdoor space, it can be used for a variety of purposes like renting it for various community functions.

4. Organise materials and stationery donation camp

Donations other than cash or money may be invited like old toys, old furniture, clothes, vehicles, used containers or any other objects which can be used by children of the centre. They can also donate learning materials like puzzles, crayons and blocks and even foodstuff. The staff can organise camps for collecting such donations from time to time.



5. Donations

The ECCE teachers and staff may request parents for donations as per their capacity. If any ECCE centre is located in an urban area, a fixed fee may be charged from all parents for providing services to their children; some additional donations may be invited from the community and philanthropists.

4.8.2 Accounting and Auditing

The main objective of auditing is to enable the ECCE teacher and staff to form an opinion on the accuracy of the financial statements prepared by them for a given period. It also helps them to improve the centre's accounting system.

The secondary objective of auditing is to detect or prevent errors. The funding agencies issue financial regulations from time to time whereby audited accounts of a given financial period must be submitted to facilitate financial decisions, for example, allocation of grants.

At the end of each financial year or budget period the Centre Head has a statutory responsibility to prepare and present to the funding bodies an audited financial report. This should give a clear picture of the financial position of the centre. Therefore, it must be done with reasonable care and skill.

4.8.3 Auditing Software Types

(a) Internal Auditing

Internal auditing is meant to ensure regular and frequent checking of a centre's financial transactions and records. It also serves to check whether all financial transactions have taken place according to budget, to set procedures as per the management policies.

(b) External Auditing

The focus of external auditing is to establish the correctness and fairness of the accounts. It gives added credibility to unaudited financial statements and records of the centre's financial transactions. It confirms their compliance to the statutes.



INTEXT QUESTIONS 4.7

Q.1. Answer the following questions.

- Why is the utilisation of funds needed in ECCE centres?

- b. Why is accounting and auditing important in the ECCE centre?
- c. State two types of auditing.

ASSIGNMENTS 4.1

- 1. List some methods to raise funds for setting up an ECCE centre.
- 2. Visit an ECCE Centre in your neighbourhood. Prepare a sample of cumulative record and attendance register for 20 students.

4.9 MECHANISM OF MONITORING AND SUPERVISION OF STAFF

To ensure that the teachers 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 teachers and staff appraisals and in identifying in-service training needs.



WHAT YOU HAVE LEARNT

In this lesson, you have learnt that:

You have been acquainted with the meaning of the terms supervision and monitoring. Supervision means instructing, guiding, monitoring, and observing the employees while they are performing their roles and duties in the organisation to keep a check or control the various aspects of ECCE centres.

Monitoring on a regular manner helps teachers and other staff members to use resources effectively and improve their understanding and skills in performing their roles and responsibilities meaningfully and efficiently.

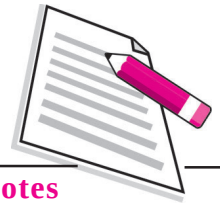
Need and importance of maintaining records and types of records at ECCE centres

Finance, its importance and how to maintain them in an organisation in the context of the ECCE organisation.



TERMINAL EXERCISE

- 1. Explain the concept of supervision, and monitoring.
- 2. List various records maintained in the ECCE centres.

**Notes**

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Notes

Supervision and Monitoring in Context of an ECCE Centre

3. Why is financial reporting a crucial process in any ECCE organisation? Discuss.
4. Why is it important to supervise and monitor ECCE teachers and members?



ANSWER TO INTEXT QUESTIONS

4.1

1. Administration means the process or activity of running an organisation.
2. In organizations, there are mainly three levels of management: Top level comprising of the owner(s) of the centre ; Middle level comprising of Centre Head and assistants; First level comprising the ECCE staff/teachers
3. Employees of an ECCE centre comprises: A principal/Centre Head , providing day-to-day management and supervision; ECCE staff includes head teachers, assistant teachers and supporting staff/caregivers; Other employees may include receptionist, accountant, housekeeping staff, security personnel, maintenance workers; food workers and transportation staff.

4.2

1. Supervision means to give direction, act or give instructions to someone in order to oversee their work/activities ensuring they are performing correctly and efficiently.
2. Supervision provides opportunities for learning, helps in understanding ground realities and challenges, supervision motivates the ECCE teacher and helps in building the team.
3. Purpose of supervision is to check on the availability of teaching learning material, advising on the appropriateness of the teaching learning materials, advising on the school environment, promoting curriculum change, providing feedback, identifying needs for the staff and conducting quality checks.

4.3

1. Monitoring is the continuous review of programme implementations to identify and solve problems so that activities can be implemented correctly and effectively.

Examples are

- Regularly checking and ensuring safety and hygiene protocols at ECCE centre.
- Observing children's developmental mile stones i.e Physical, Social, Emotional, cognitive Moral etc.



2. Supervision encourages open, two way communication and builds team approach that facilitates problem solutions. Example: regular observation of students participating in classroom activities to assist them. Monitoring involves regular collection and analysis of data or various aspects of programme activities. Example: regular observation of classroom activities to ensure adherence to learning outcomes.

4.4

1. Purpose of maintenance of record is to have administration's memory. Records are an important tool in controlling and assessing work, they are kept to help the supervisors, to learn what is taking place, make effective decisions, assess progress towards goals.
2. Need and importance of maintaining records; it helps to monitor the progress of your organisation, helps to prepare your financial statement, helps to identify sources of your income, keep track of your deductible expenses, to protect the service user/staff/organisation, to show transparency of the work, to improve accountability.

4.5

1. Types of records maintained at the ECCE centres: attendance register, teachers' attendance register, admission register, cumulative records, stock register, purchase records, ECCE worker record, service book, correspondence registers, financial records etc.
2. Other miscellaneous records: menu records, inspection record, log books, school /preschool prospectus, photographs of the centre and its activities, newspaper cuttings and scrapbook, time table record, meeting minutes records, visitors' books, documents relating to the foundation of the centre, building account.

4.6

1. Financial reporting is the process of documenting and communicating financial activities and performance over specific time periods, typically on a quarterly or yearly basis. It is a crucial process for companies and investors as it provides key information that shows financial performance overtime.

Importance of financial reporting; it monitors income and expenses, ensures compliance, communicates essential data, supports financial analysis and decision making.

Module - 2

ECCE Organisation and Management



Notes

Supervision and Monitoring in Context of an ECCE Centre

2. The four main financial statements are: balance sheets, income statements, statement of cash flows, shareholders' equity.

4.7

1. Financial management at ECCE centres deals with procurement and allocation of funds. It also deals with monitoring their use, that is, whether funds are used for the purpose for which they were meant, a financial plan is essential for effective and efficient utilisation of funds.
2. It is important for maintaining accuracy for financial statements and also for further improvement for the future.
3. Internal auditing and External Auditing.



KEY LEARNING OUTCOMES

After reading this lesson, the learner will be able to:

- define the term administration.
- define the terms supervision and monitoring.
- describe different types of records and its procedure of maintenance.
- explain needs and importance of maintaining records.



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5

PHYSICAL FACILITIES AND LEARNING MATERIAL

INTRODUCTION

There are a lot of fears in the mind of mother of a three-year-old, Harjeet as she steps in for the first time at her new Early Childhood Care and Education (ECCE) Centre. Her mother takes time to examine the environment as she tries to observe the ECCE centre. There are few questions in her mind like ... Will Harjeet find it interesting to spend her day there or not?

Harjeet's mother was quite happy to see that at the end of the day there was a beautiful smile on her face and she was excited. Harjeet told her mother that she played, saw picture-cards, did colouring and talking with her new friends at the centre before joining them for lunch.

From the above case / example we may infer that the physical facilities and learning materials are equally important for sustaining interest and motivation among the children. In this lesson, we will discuss the aspects such as the types of equipments and learning materials used in ECCE centres. What features or qualities should we look for in play equipments?

In your opinion what aspects of the facilities at the ECCE centre gave Harjeet a sense of happiness and fulfilment at the end of the day?

You may think over and write about them.

Some of the questions bothering us as an ECCE teacher shall be :

- how we can bring active, gross-motor play into the classroom through their proper arrangement



- what special considerations we should keep in mind when selecting equipments or play materials for children with disabilities?
- how we should design an ECCE centre to foster children's holistic /all-round development and lay the groundwork for their emotional security

We'll explore the physical facilities and learning materials that make an ECCE centre a welcoming, exciting, and interesting learning experience. For youngsters between the ages of three and eight years, an ECCE centre offers a place where learning is fun. Young children try to understand the world they live in. They make an effort to arrange the tangible items and visible images in their environment into sensible systems. Children are curious about how the area functions and what kinds of things can be done there. A safe environment where children are encouraged to explore their surroundings and are rewarded for doing so is necessary for this to occur. For a child to be able to explore and inculcate his /her imagination and creativity, the surroundings must be full of sensory stimulation.



OBJECTIVES

After reading this lesson, you will be able to:

- know the types of outdoor and indoor equipment and learning materials which can be used at an ECCE centre;
- understand the points to be considered while selecting equipment and materials for the centre;
- think about the ways of proper utilization and maintenance of equipment and materials;
- articulate the process of staff management at the ECCE centre.

5.1 LOCATION OF AN ECCE CENTRE

Since surroundings have such a powerful influence on pre-schoolers, there are a few things we should keep in mind when setting up an ECCE centre.

The location of an ECCE centre should have :

- a) easy accessibility
- b) cleanliness and hygiene
- c) safety and security
- d) adequate space

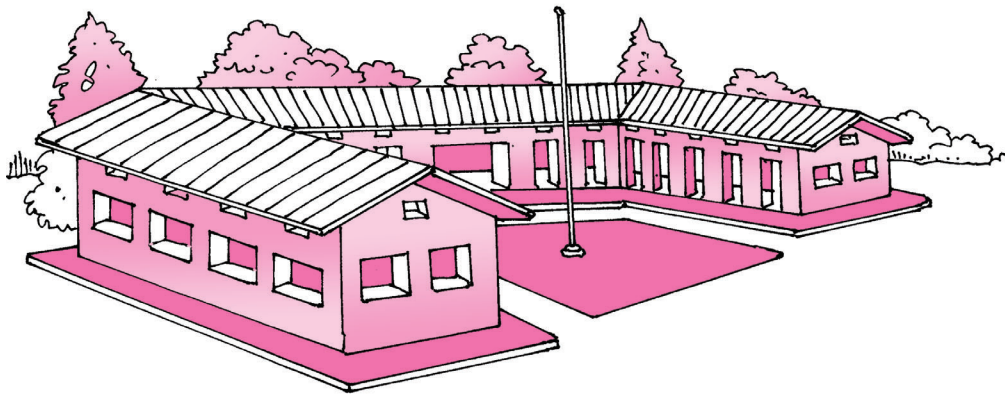


Figure : 5.1 An ECCE Centre and its Outdoor Space

- a) **Easy accessibility:** Location is a very important factor in parents' choice of an ECCE centre. Young children are usually brought to an ECCE centre by their mother or older siblings. Parents limit themselves to schools closest to their homes or working place to make every day dropping and picking up their child more convenient for them. It is considered that an ECCE centre is best located in the neighbourhood, or co-located with schools or adjacent to parks or centrally located in the community. Besides this an ECCE centre should also be easily accessible for children with special needs by making provisions like ramp entries, door width, lowered furniture height as well as accommodation for visual and hearing impairments. Location is a very important factor in parents' choice of the ECCE centre.

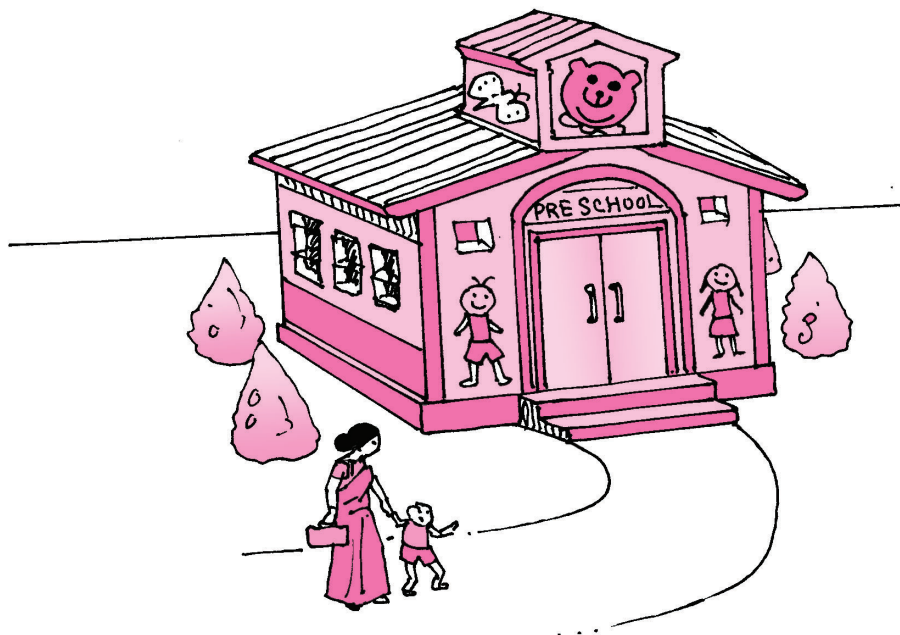


Figure: 5.2: Easy Access to Nearby ECCE Centre



Notes



- b) **Cleanliness and Hygiene:** 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. Dirty rooms and compounds may cause skin diseases and cases of infection by worms. Young children are more vulnerable to infectious diseases. Thus, the location of ECCE centre should always be away from the sources of infection like, stagnant water pool, garbage dumps, open drains etc.

Many indoor air pollutants such as mould, dust, and smoke in the environments where children live, play, and learn may cause breathing problems in children. It would be desirable to specify construction methods; building systems, materials, and furnishings materials that promote good indoor air quality.

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

Heat, light and proper ventilation all have an impact on the development of children's health. Since smell is one of the most important indicators of a healthy environment, clean floors and furnishings are of utmost importance. An ECCE centre needs an efficient air ventilation with openable windows, if possible.

- c) **Safety and Security:** Children have limited experience in responding to the environmental hazards that may exist. Younger children are susceptible to injuries related to motor vehicles, fires/burns, drowning, falls, and poisoning. Special attention should be paid to the safety and security needs of children in the environment throughout the planning, programming, specification, and installation phases of the ECCE centre. In a safe environment, children can move freely and explore without the caregivers without worrying about children getting hurt.

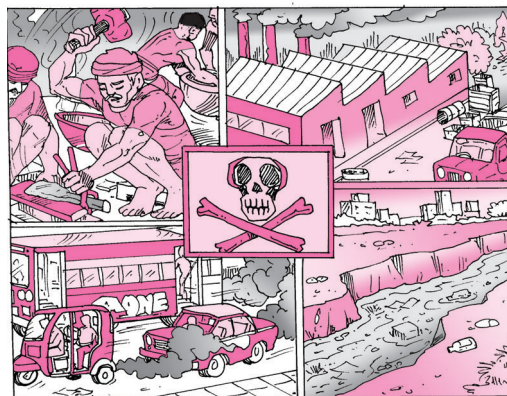


Figure: 5.3 ECCE Centre Location Concerns



Safe environments have:

- developmentally appropriate equipment made of non-toxic materials such as wood
 - non-slippery floors
 - stable shelves, objects furniture and fixtures with rounded corners
 - round corners of walls
- d) **Adequate Space:** Creating an inviting and comfortable space for an ECCE classroom is very important. With some planning and preparation, one can put the available space to its best use. This allows the children to use a variety of materials and to rotate through different areas of the classroom.

5.2 PHYSICAL FACILITIES AT AN ECCE CENTRE

Physical facilities in an ECCE centre include both outdoor as well as indoor facilities. A building design and structure can convey a lot about what occurs within. What should an ECCE centre look like? Probably there will not be a single image or model in your mind. Perhaps it will depend on the size, kind, and local context and also whether it is located in a rural area, suburban, or metropolitan setting. The children and their families should feel welcomed at an ECCE centre. To help children feel connected to the centre, the entrance should be clearly visible to them. For example: “The building with the red brick wall is where I go to play and enjoy”. An ECCE centre’s physical amenity can be divided broadly into indoor and outdoor spaces. We will talk about a few indoor facilities and outdoor facilities in this section.

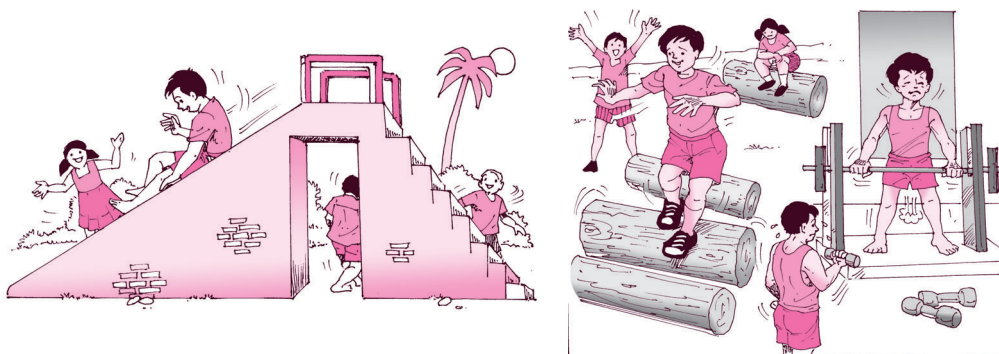


Figure:5.4 Play Area Activities

5.2.1 Outdoor Facilities

1. **Playgrounds:** Every playground should have three different types of designed



Notes

spaces for children to play which may generally be divided into open, quiet, and active areas. In other words, there should be :

- open area to run and play comprising of playground, lawn, concrete paths (for cycling) and shed
- there should be quiet areas also like areas of low vegetation like seasonal flowering plants, trees, landscaping, vegetable garden, sand area, etc
- active area that includes swings, see-saw, jungle gyms, slides, rope ladders etc. for development of gross motor skills in children

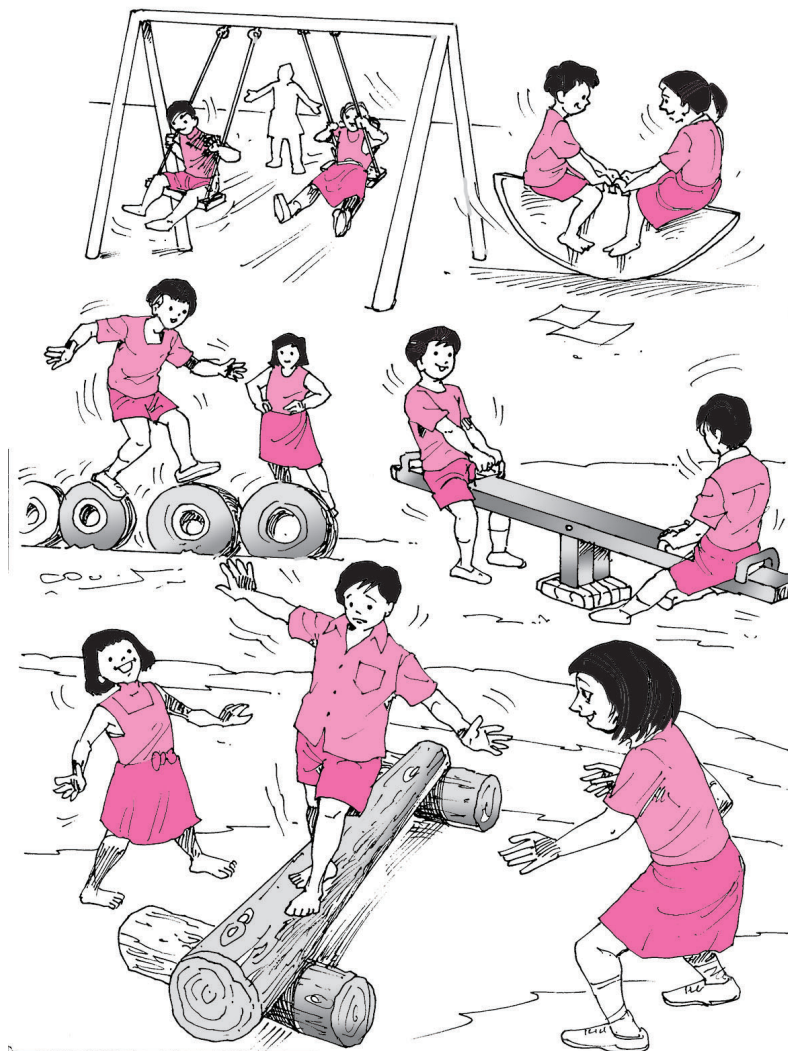


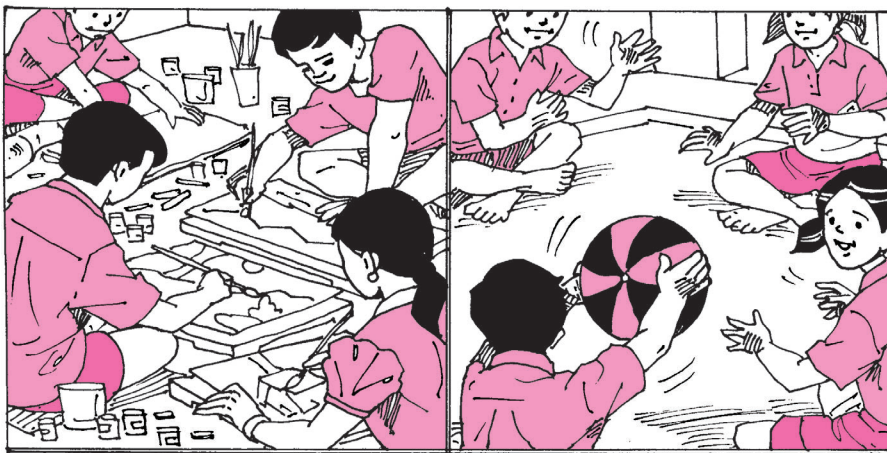
Figure:5.5 Active Area Equipment in Play Ground

For the gross motor development of children active area having swings, see-saw, jungle gyms, slides, rope ladders etc. is required in the outdoor space. An outdoor play area with variety of other play equipment is necessary for children's gross motor



development or their physical development. Therefore, there should be an open space or area for playing and running, such as a playground, areas with grass carpet, a shed. However, if there is not enough space inside the centre, an ECCE teacher may take the children to a park or other open area nearby. There should be calm areas as well, such as sandy areas, low-lying vegetation, trees, and landscaping. In order to make the infrastructure barrier-free, ramp entry, proper door width, grass in the playground, seats, etc. should be provided. In addition to these physical facilities, you also should plan for a sandpit. The sandpit is typically regarded as a crucial component of outdoor recreation. Its size should be sufficient in terms of the number of children who would be using it at a time. The sand should be clean, and stain-free, not builder's sand, and it should be at an appropriate depth.

2. **Indoor Area :** The indoor area needs to be big enough to provide space for the desired number of children. Usually there are 20 children in an ECCE classroom with a teacher and supporting staff. Space for indoor activities determines the centre's capacity. Children can be separated into groups. Some groups could be organised or formed to facilitate their participation in outside activities while the remainder are engaged in indoor activities if there is not enough space inside the room to accommodate all of them.
3. **The Activity Area:** The activity area is used to conduct various activities with children such as painting, colouring, playing with toys, puzzles or introducing/initiating them different concepts. If we have space we may have different activity areas for different age groups of children and we may even allot different areas for different kinds of activities such as music area, theatre or drama corner, painting area, toy corner, etc.





Notes



Figure:5.6 Possible partition in Room for different corners

4. **Organizing Different Activities:** Light weight or low-costracks with shelves and movable blackboards can also be used as partitions. It is important to ensure that the partitions do not block free movement in the room and the whole area can be used when required, such as during assembly time or in the serving time, by removing the partitions.

But if that much space is not available, then we can use the same activity area for the children of all age groups and divide the group activities in such a way that the groups use the activity area in turns i.e., one group works for indoor activity, while the other groups do some activity outside.

The indoor space should have deep almirahs and shelves for storage of learning materials and equipment. All the learning material, toys, music instruments etc. should be placed at low level shelves so that children can see them and use them whenever they want.

The indoor space is to be organized in an appealing and interesting manner for children. Some examples are given here-

- colouring the walls with bright colour paints
- pasting the drawings made by children or any other art and craft materials made in the centre on walls and also on the partition
- painting the lower half of the walls in black so that children can use it as a blackboard

In addition to the classrooms, cooking area is also mandatory requirement in an ECCE centre. The cooking area may be a part of the same room where all the other areas are, or if more space is available a separate kitchen may be built or made available. The cooking area can be divided into three main areas:



Notes

- The cooking area
 - The washing area
 - The storage area
- a. **The Cooking Area:** It may be provided on the floor level or on the waist level of the supporting staff, depending upon the practice in the community. The areas where wood, charcoal or kerosene is used as fuel for cooking, chimneys should be made above the cooking area to let out the smoke. The community people, can also be involved in the preparation of the mid-day meal.

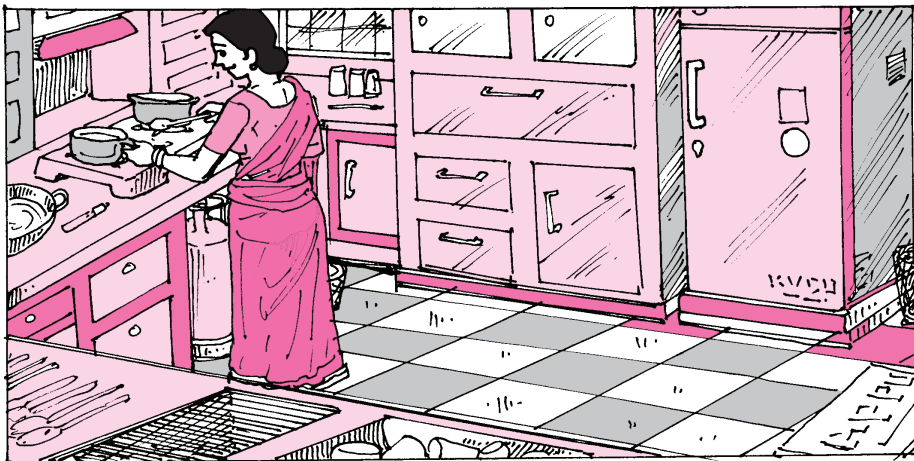


Figure: 5.7 The Cooking Area

- b. **The Washing Area :** There should be a separate washing area adjacent or near the cooking area to wash and dry the utensils. Tap or stored water for washing utensils and a drain pipe should also be attached to the washing area. If it is not possible to have a washing area next to the cooking area, then the utensils can also be taken to the nearby tap or well for washing.
- c. **Storage area :** Storage area is used to keep raw materials for cooking such as cereals, pulses, vegetables, fruits etc. and even the cooking utensils. The storage space may be in the form of shelves or an almirah if possible. Shelves can be provided on the wall above the cooking area.

Even though it is desirable to have cooking space within the ECCE Centre, if we do not have enough space, we can also take help from the community to arrange for a cooking space in a nearby house. The mid-day meal can be cooked there under the supervision of the ECCE supporting staff.

Another important consideration is ventilation and hygiene. Since there is a need to have sufficient natural light and air, it is important to have large sized



windows and even ventilators if possible in an ECCE centre. Wire mesh is also provided on the doors and windows, so that the indoor space would be free of flies and mosquitoes. If the ECCE centre has supply of electricity, tube lights may also be used to have light when the natural light is not adequate. In summers, the ECCE centre can be kept cool by providing cross ventilation through windows or even a ceiling fan. So, an ECCE centre has indoor facilities like lighting, ventilation, storage, flooring, etc. Let's discuss them in detail:

1. **Ventilation :** The interior temperature can be maintained at a comfortable level by proper ventilation. This helps children to be comfortable as well as facilitate their learning . Low-height windows, electric fans, exhaust fans, etc. can all be used to provide proper ventilation .Air-conditioners/water coolers and other facilities should be added in the ECCE centre if feasible.
2. **Lighting:** Both the amount and type of light are very important as they also impact conducting activities in an ECCE centre and also the emotions of children as well as ECCE teachers and staff members .It can be improved by using light colour schemes and strategically placing windows and ventilators. Tube lights should be utilised if there is no natural light available.
3. **Storage:** An ECCE Centre needs to have enough room to store things like toys, blocks, books, bags, learning materials, equipments, musical instruments, etc. The indoor area should have deep almirahs and shelves at a lower level.
4. **Walls, roofs and flooring:** The walls may be made of cement, bricks, mud, stone, or other materials, but they must be secure, robust, and long-lasting. The roof might be created with bamboo, banana leaves, cement, asbestos sheet, or any other locally available material, but it must be sturdy and secure. The corners of floor should be round .If at all possible, mattresses should be placed on the floor to prevent children from falling. It is better to use natural materials for both comfort and ambiance. Surfaces must be simple to maintain and clean.
5. **Water facility:** Due to the issue of contaminated drinking water that still exists in many places, children continue to suffer from a variety of water-borne infectious diseases like diarrhoea , typhoid etc. The availability of safe drinking water is thus an essential requirement for setting up an ECCE centre.
6. **Toilets :** Toilets are an important facility that are required by children and adults alike. But, this facility is often ignored. In those pre-schools which have no separate toilets for girls, many parents choose not to send their daughters there. So, there should be provision of separate toilets for boys and girls at the ECCE



centre and also a proper drainage system. The toilets may have toilet seats with wash basins fitted at a low level suitable for young children. Special toilet seats for children with disabilities can also be kept in the toilets. Toilets for children ought to be of the proper height and size for the age group they are intended for. Taps with running water or stored water, mugs, soap, towels are also important for maintaining hygiene and should be kept in the toilets. . Wash basins, soap or soap dispensers, and towels or hand drying facilities must be located at a lower level that is convenient for children.



INTEXT QUESTIONS 5.1

Q.1. Answer the following questions.

- An ECCE centre should have common toilet for boys and girls.
- Wash basins must be located at a low level in toilets at an ECCE centre.
- The corners of floor should be round .
- The indoor area should have shallow almirahs with shelves at high level.
- There should be wide and low windows to facilitate ventilation.
- The sand used in sand pit should be builders' sand.

Q.2. Mention any two ways you can facilitate lighting in an ECCE centre.

5.3 UTILIZATION AND MAINTENANCE OF OUTDOOR SPACES

A child's natural environment should include outdoor play. The flexibility and space, chances to explore the natural world, opportunities to employ imagination and creativity, and the ability to take risks in a secure atmosphere are the factors that make the outdoor area an interesting and conducive learning environment. It is crucial to make the most of the outdoor area that is already accessible and to preserve it appropriately. The following factors should be taken into account to make the outside area appealing and engaging for children.

- Including plants, flowers, shrubs, and trees in an outdoor play area can assist children in learning about and develop a love for nature, science, and the beauty of the surroundings.

Moveable and fixed equipments can be made available in outdoor spaces with limited space to offer the greatest variety of physical challenges and activities.

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- Regular inspections of all equipments and structures are necessary to maintain safety and security of children.
- All the children should be able to play there, including children with special needs.
- If possible water source or tap water may be made available near the sandpit so that children can combine water play with sand play.
- To prevent injuries, impact absorbent surfaces made of sawdust or sand should be placed beneath slides, swings, climbing frames, and other similar equipment.
- Play equipments placed in outer areas suffer damage in the summer sun and the winter cold. Thus, components should be thoroughly examined on a regular basis, especially those intended to support a child's weight.
- The surface of the slides must be smooth and there must be no gaps, pinch points, or jagged edges.
- The outdoor environments can be made more engaging using inexpensive and locally/easily available materials.

ASSIGNMENT 5.1

Draw a layout plan for effective use of Outdoor Space of an ECCE Centre.

5.4 UTILIZATION AND MAINTENANCE OF INDOOR SPACE

A child's learning and development are significantly supported and enhanced by an appropriately designed interior environment. A child should be stimulated, challenged, and encouraged to use imagination and creativity. Additionally, it also intends to promote independence and help children in acquiring a positive attitude towards learning. The inside space can be separated into several areas, such as a dramatic play area, a cooking area, an indoor puzzles area, a group activity area, a restroom area, etc. and to be used effectively. Varied interest zones are important because they help the children feel safe and less intimidated by a large room's complexity. Children have a sense of control as a result, making it easier for them to explore their surroundings. These areas can be separated or divided from one another by movable partitions or boards or fixable walls.



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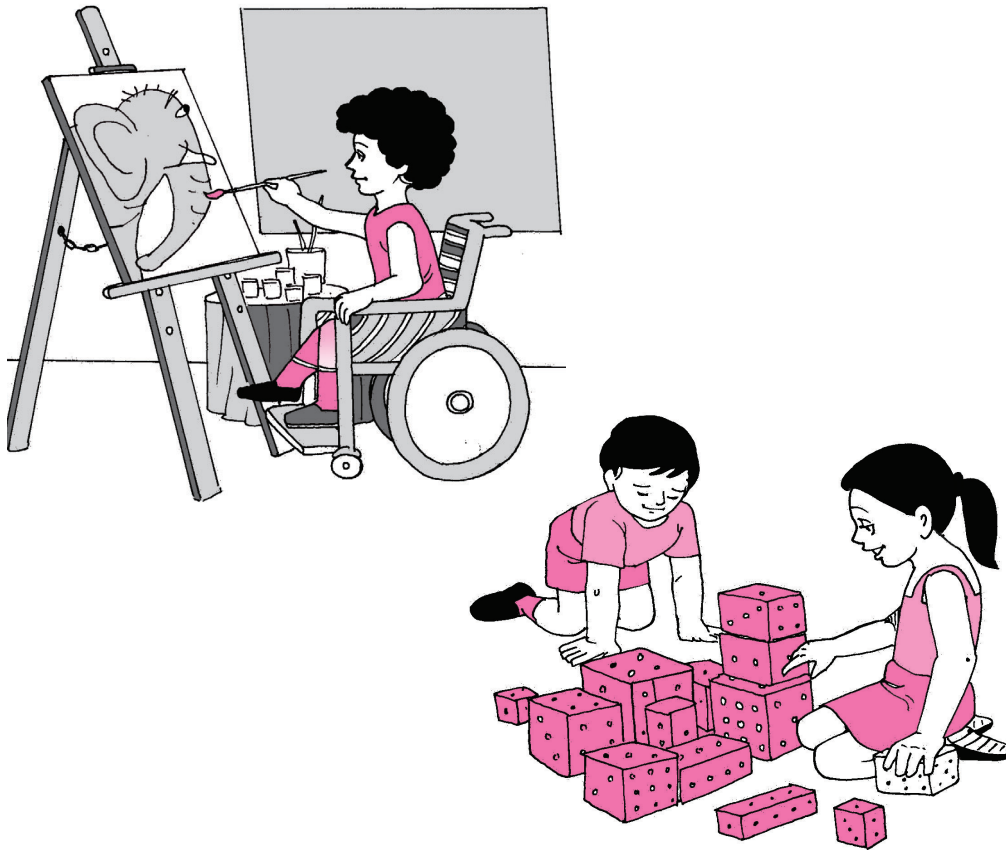


Figure :5.8 Different Activities in Indoor Space

Movable partitions are generally recommended because they facilitate necessary modification in the available space as per the need. You may also keep the following points in mind :

- To establish an inclusive, barrier-free environment, user-friendly infrastructure and equipment should be available.
- Enough storage space is required for storing the supplies, tools, and self-help resources.
- All the supplies, equipment, and toys should be arranged in such a manner that the children may work independently on things like art projects, block play, or pretend play with dolls and props.
- The use of lively colours on the walls and the display of artwork made by children may make the classrooms appealing and engaging.
- To encourage writing and imaginative expression in each child, the lower half of the walls can be painted black. Children feel more independent as a result to express themselves on walls.



- Regular cleaning and dusting should be done to maintain cleanliness and hygiene.
- A covered dustbin should be utilised, and flies should not be allowed near it.
- Wire mesh should be installed in every door and window to prevent fly and mosquito entry.
- Equipment, walls, and flooring need to be repaired and maintained on a regular basis.

ASSIGNMENT 5.2

Draw a layout plan for effective use of indoor space of an ECCE Centre.

5.5 TYPE OF EQUIPMENT AND LEARNING MATERIALS

The equipment at ECCE centre is broadly classified as indoor equipment and outdoor equipment.

- Indoor Equipment and Learning Materials
- Outdoor Equipment and Learning Materials

5.5.1 Indoor Equipment and Learning Materials

Learning materials like blocks allow children to experiment with construction techniques while learning the vocabulary of spatial concepts like “inside,” “outside,” “next to” or “on top of.” In addition, they also help children to express their ideas and feelings, interpret what they have observed and learn cooperation and planning.

5.5.2 Pretend Play are very common

They are like plays with household equipment, adult clothes and other materials, let children experience role-playing with their own family life or other people they interact with and meet. With the right props, children can become doctors, firefighters, delivery boys, truck drivers, post man, courier person or any other roles they want to explore. Creativity enhances/initiates as children express their feelings, imagination and ideas.

5.5.3 Art Materials

Include a variety of paper, crayons, water or oil paints, tubes, pens, scissors, markers, collage materials, tape, a hole punch, glue, glitter and any other items that allow children to explore, experience their five senses and enjoy the freedom of creativity.



5.5.4 Sensory Play

Includes containers of water, sand, clay, different type of commonly available cereals, pulses, dry fruits, shells or any other texture that encourages experimentation with volume, measurement and other computing/numeracy skills. Using measuring cups, buckets, water wheels, sifters, spoons and recycled containers, children may be allowed to pour from one container to another. These activities stimulate a child's sense of touch and Children enjoy activities who need to relax or spend time alone.

5.5.5 Puzzles and Manipulatives

Like small blocks, stringing beads encourage children to develop their creativity, maths skills, small muscles and hand-eye coordination.

5.5.6 Music and movements

Like bells, triangles, xylophones, rhythm sticks, drums, table, harmonium, pen drives of different types of music such as folk, classical, popular children's songs from various cultures and in various languages.

5.5.7 Furniture

Like tables and chairs for sitting and participating in craft activities, book shelves and storage/display units, soft furnishings like, cushions, mats, etc. It should be ensured that all these are sturdy and stable and that children can easily access books and other play items. Rotate items to provide variety to children.

5.5.8 Outdoor Equipment and Learning Materials

Play equipment and learning material are used in outdoor play area. These equipments include climbers, slides, swings, jungle-gym, see saw, balls (variety of sizes and textures), sports equipment (child-size basketball hoop, plastic bats, hockey sticks), wheel toys (tricycles, push/ pull toys, , scooters), riding toys (variety of sizes with and without pedals, for use by one or two children), tumbling mats, jump ropes, wooden logs etc.

5.5.9 Gardening/nature equipment

Flower and vegetable seeds, spades, thread etc.

5.5.10 Sand and Water Play Equipment

Sand boxes, sand pits (outdoors), measuring cups/spoons, variety of containers/pails, plastic bottles, things that sink or float, nature items such as shells, pieces of wood,



rocks, etc There is need for repairing, repainting the ECCE centre at regular time intervals.



INTEXT QUESTIONS 5.2

Q1. Answer the following questions.

Column I

- a) Garden
- b) Blocks
- c) Water play
- d) Stringing beads
- e) Doctor's Set

Column II

- i) Sinking and floating
- ii) Eye Hand Coordination
- iii) Love for Nature
- iv) Pretend Play
- v) Spatial Imagination

Q. 2.

- a) How are movable partitions in indoor space helpful ? Mention any two points

5.6 SELECTION OF EQUIPMENT AND LEARNING MATERIALS

Children learn mainly through play, so the type and condition of the toys and play materials are important factors and should be given considerable importance when designing for an ECCE centre. You may be thinking about the various points one has to keep in mind while selecting them .Some of the common points are given below:

- Availability/ allocation of budget.
- Sustaining children's interest throughout time in manipulating or playing.
- They can be utilised by children of different age groups and in a variety of ways.
- They represent different families, local context, cultures, and abilities.
- They are strong, well-made, and long-lasting.
- Secure and safe.
- Adhere to current safety requirements.
- Simple and hassle -free to maintain.

There are few things to keep in mind while selecting the tools and educational resources for an ECCE centre. Let us see the points one has to consider:



5.6.1 Age appropriateness

All learning tools and resources should be suitable for the age range of the children who come to the centre so that their holistic development i.e., emotional, intellectual, social, and cultural could be optimised. They must be able to take into account the abilities and developmental needs of the children.

5.6.2 Multiple applications

Depending on their age, skill level, prior exposure to the materials, interest level and level of involvement, children may utilise sand, water, or play dough in a variety of ways. Therefore, it is important to keep in mind that children may use equipment and learning materials in a variety of ways while making the selection. For instance, by connecting a wooden log and boards, a wooden platform can be used as seats for merry-go-rounds in outdoor spaces or even as a slide. Children feel more participative and expressive and in charge of their play and education as a result.

As you are aware that the curriculum incorporates both indoor and outdoor, individual and group activities, it is adequate. In order to ensure that all children have access to the different types of activities planned for the curriculum, the learning materials and equipment should be adequate in both number and proportion.

5.6.3 Variety

To meet the needs, abilities, and interests of each and every child, a wide selection of equipment and materials must be made available at the centre. Various open-ended materials, like clay, paint, blocks, buttons, empty plastic containers, food and appliance cartons, etc., can be used and recycled.

5.6.4 Safety

Children's equipment needs to be as per each and every child's needs and safety. They ought to have rounded edge finishes and be of low height and weight. Rugs, carpets, soft toys or stuffed toys, and other similar items may give the centre a cosy and safe feeling. Furniture finishings, paints/ dyes must adhere to all safety regulations and be non-toxic in nature.

5.6.5 Diversity and adaptability

It's crucial to make sure that the furnishings in an ECCE centre represent the neighbourhood or community where the child lives. Every item of equipment and



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materials should be selected with the intention of encouraging acceptance of diversity (race, culture, age, ability, and gender) in all areas of activity.

5.6.6 Natural materials

The ECCE centre enables for the use of a wide variety of natural materials, including rocks, seed pods, sand, water, leaves and twigs and living plants. Additionally, this would save money on pricey toys and equipment purchases. Rope is a locally available and accessible material that can be used to create slings, swings, and ladders.



INTEXT QUESTIONS 5.3

Q1. Answer the following questions.

- All learning tools must be able to take into account the andof the children.
- Children's equipment needs to fit to each particularand should besafe.
- Children's equipment should haveand be ofheight and weight.
- All learning tools and resources should be suitable for therange of the children they are chosen for.
- Every item of equipment and material should be chosen with the intention of encouragingof diversity.

Q. 2.

- Give three examples of natural materials that can be used for making equipment for children.

5.7 EQUIPMENT AND MATERIAL ARRANGEMENT

The goal of creating an effective learning environment is possible by just choosing and acquiring the centre's equipment and instructional materials efficiently. These are not meant for displays, demonstrations, or decoration; rather, they are there to provide children chances or experiences to explore and play with them while they learn. Equipment and materials must be set up in such a way that the children may easily access them to have for hands-on learning experiences. Children will be able to view their options and readily access to them because of their visibility and accessibility.

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While arranging them you need to ask the ECCE teacher or yourself a number of questions, such as:

- Is it simple to access the toys and play materials in the room?
- Do the youngsters have unrestricted access to them?

Look at the toys' storage height to see if the children can reach them. This section describes some of the equipment and material arrangements that may be made at an ECCE centre to make it a fantastic, captivating space that never fails to hold a child's interest and is set up to promote both one-on-one and small-group interactions.

If the centre has sufficient space, attempt to separate the children into different interest areas, such as an art and craft area, a space for casual conversation, a science and sensory area, a space for puzzles and blocks, a space for music and movement, a cooking area, etc. Arrange the items to meet the needs of the designated regions. Set boundaries for the separate areas using furniture, a blackboard, or low shelving.

Take into account the kinds of activities that complement one another. Play that is loud and active should take place away from quiet and contemplative activities. Activities for wet and sloppy play must be centralised around a sink. Then, all the resources are arranged in learning centres with similar items put together so that children can find, use, and put things away independently.

The children's "creativity space" is designated in a classroom for four-year-olds. A sizable table with seats arranged around is placed close to a number of shelves that contain supplies for creative work, including boxes, cotton reels, buttons, pieces of plastic, staplers, tape, paste, a hole-puncher, string, pencils, crayons, and so forth. Everything on the shelves is available for the children to help themselves.

- The tools and materials must be easily visible and reachable without assistance from the teacher. Storage at reachable heights (at or below 3 feet above ground level) and adequate labelling of materials are two ways to achieve this.
- Furniture/ equipment should be arranged in the room in such a way that children may easily go from one part of the room to the next without disrupting others. The resources ought to be set up so that switching from one activity to another is made simple.

Equipment should be placed so that ECCE teacher/ staff members can monitor the progress of individual children. S/he should be able to easily survey the inside and outdoor play areas while seated. For children with special needs, more care could be needed. A physically challenged child should have enough



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area in the classroom to manoeuvre his/her wheel chair and access the materials with ease.

However, outdoor area may be designed to offer much more, such as chances for art and dramatic play, access to sand and water, and garden area for digging and planting.

- Shelves should be labelled with pictures that show children where toys and materials are kept.
- Provide a large area for group activities.
- To avoid being overpowering, children's artwork should be attractively placed on walls preferably at their eye level and with enough of empty wall space.

ASSIGNMENT 5.3

For an ECCE centre to be effective, it should have the minimum required outdoor and indoor facilities. In order to see whether an ECCE Centre has these basic facilities, a checklist can be prepared which lists down the essential items. Prepare a checklist of outdoor and indoor facilities required in an ECCE Centre.

5.8 MAINTAINING AND MAKING USE OF LEARNING RESOURCES AND EQUIPMENT

All of the equipment has to be properly maintained and should be in working order is crucial. First, a physical inspection of the space is to be conducted. If toys and equipment are faulty or malfunctioning, it may pose a safety risk. Does everything look sanitised and secure enough for children to play with? Regular equipment and material inspections and checks not only prolong their useful lives but also facilitate the work of ECCE teachers and workers.

Simple maintenance techniques may help teachers and workers' roles and inspire children to take ownership and pride in their classrooms when utilised consistently.

Like all other things, maintenance of learning materials is also very important so that they look clean and attractive and children find them interesting to use. Let us look at some ways of maintaining learning equipment.

- Regular cleaning and repair
- Proper storage after use
- Regular painting of blackboards and slates to keep their surface smooth



- Materials such as blackboards which cannot be kept in almirahs may be covered with a cloth after use
- Preventing any wastage in order to save undue expenditure
- Using paints, sketch pens, etc. with care and closing their lids/ caps tightly after use

5.8.1 Replenishment / Refilling

Children require new learning material and teaching aids to sustain their interest in learning. Thus, it is important to regularly replenish or refill learning materials like charts, teaching aids, puzzles, etc. regularly. The ECCE teacher and /or caregiver has to use her/his creativity to replenish learning material in a cost-effective manner. Given below are some ways of doing it.

- Using inexpensive locally available material like bamboos, cloth, cotton etc. to make learning material like, dolls, flannel cards, flash cards etc.
- Seeking the help of the community crafts person in making learning material e.g., construction sets, blocks, beads , toys etc.
- Using trimmings of paper and using it creatively in decoration or doing cut-paste activities with children.
- Making multiple use of the same material such as coloured beads can be used to teach children the concept of colour, number and can also be strewn in a wire to make a necklace for role play.
- Regularly buying stationery and other play equipment like football, bat and ball, etc. but trying to find alternatives. For instance, a broken twig can be used as an alternative for a paint brush, layers of newspaper pasted on a wall can serve as alternative for a paint board etc.
- Puzzles, dolls, soft toys can be easily made using old cloth, cotton or sponge stuffings or even wool and straws. This way, we may even increase the number of toys and puzzles we have in the centre as they are inexpensive.
- A sand tray with stick puppets is also inexpensive and interesting way to teach children.
- Providing blackboards at a low height so that children may scribble or draw or write on them also reduces the need for other stationery.
- If toys and equipment are not cleaned, there can be transmission of germs among the children. Toys made of washable materials should always be cleaned and

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laundered. All equipment should be frequently dusted, cleaned, and sterilised to prevent the transmission of germs.

- One of the most crucial phases in a successful clean-up approach is labelling storage bins and shelves with images or text. A labelling system takes time to set up initially, but once it is, it promotes children's independence and sense of ownership.
- For simple cleanup, group tiny items like beads, crayons, picture cards, etc. in labelled containers or baskets.
- Try to place areas requiring clean up in close proximity to a water source with available cleaning materials.
- To keep child interested, toys that haven't been played with in for a while need to be constantly swapped and new things are added.
- To prevent any form of accidents, all heating and electrical equipments need to be examined frequently and fixed right away.
- Enough storage space is essential for both maintaining cleanliness and facilitating simple access to materials when needed. Additional storage space for children's personal items is necessary.



INTEXT QUESTIONS 5.4

Q.1 Answer the following questions.

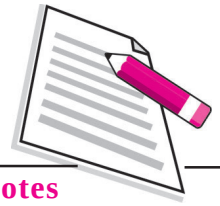
- a. Why do we need to have adequate storage space and also additional storage at an ECCE Centre?
- b. "Labelling the shelves is a time-consuming activity. So, one should not do it" - Do you agree with the statement?
- c. How should the electrical fixtures at the ECCE centre be maintained? Explain
- d. Why is it essential to clean the toys and equipment at an ECCE centre regularly?
- d. How can the different type of toys and equipment be cleaned and maintained?



WHAT YOU HAVE LEARNT

In this lesson, you have learnt that:

Physical facilities and learning materials are quite important for maintaining interest among the children and also have the significance of tools and learning resources, as

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well as their varieties. You learnt also about the ways to distinguish between indoor and outdoor learning resources and equipment and also about the elements that should be taken into account while selecting the tools and instructional materials for the ECCE centre. In order to make it more engaging and appealing for children, you have also learnt about the methods of arranging and replenishment of the materials and equipment. There are some basic maintenance techniques for the effective and efficient use of tools and equipments. Like any good house requires careful and regular maintenance, the ECCE Centre also requires care to keep it in a good condition and smooth functioning in order to accomplish this the following points have to be kept in mind:

- We have to clean the interiors every day, dust the furniture, shelves and learning material.
- Cleaning the floor and the toilets with phenyl or any other disinfectant.
- Collecting all the garbage in closed garbage cans, away from flies.
- Providing wire mesh on all doors and windows to prevent entry of flies or mosquitoes and timely spray of insecticide.
- Repairing and repainting the ECE centre after regular time intervals.
- Areas of concerns regarding equipments and learning materials at an ECCE Centre are:

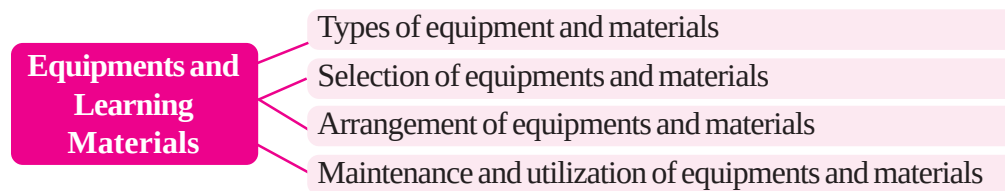


Figure : 5.9 Learning Materials

**TERMINAL EXERCISE**

- 1) What makes movable partitions so popular for dividing up indoor space?
- 2) Describe two strategies for providing ample storage space indoors.
- 3) How can the ECCE centre maintain its cleanliness and hygienic conditions?
- 4) Enlist two ways of arrangement of learning materials and equipment in an inclusive classroom.
- 5) Name two aspects of the outside area that enhance its value as a learning setting.
- 6) Identify any four readily available, inexpensive local materials that can be used to enhance the outdoor area.



Notes



ANSWER TO INTEXT QUESTIONS

5.1

- F
 - T
 - T
 - F
 - T
 - F
- Lighting in an ECCE centre can be improved by using light colour schemes and strategically placing windows and ventilators. Tube lights should be utilised if there is no natural light available.

5.2

- iii
 - v
 - i
 - ii
 - iv
- Movable partitions are generally recommended because they facilitate necessary modification in the available space as per the need.

5.3

- abilities , developmental needs
 - child ,child
 - rounded edge finishes, low
 - age
 - acceptance
- Seed Pods, Rope and Twigs.

5.4

- Enough storage space is essential for both maintaining cleanliness and facilitating simple access to materials when needed. Additional storage space for children's personal items is necessary.

2. No it should be done as a labelling system takes time to set up initially, but once it is done, it promotes independence among children and also a sense of ownership.
3. To prevent any form of accidents, all heating and electrical equipment needs to be examined frequently and fixed right away.
4. If toys and equipment are not cleaned, there can be transmission of germs among the children.
5. Toys made of washable materials should always be cleaned and laundered. All equipment should be frequently dusted, cleaned, and sterilised to prevent the transmission of germs.

**Notes**

KEY LEARNING OUTCOMES

After reading this lesson, the learner will be able to:

- explain the considerations for selecting a location for an ECCE centre.
- describe the various equipments and learning materials for ECCE.
- enlist the types of outdoor and indoor equipments and learning materials which can be used at an ECCE centre.
- explain points to be considered while selecting equipments and materials for the centre.
- describe the ways of proper utilization and maintenance of equipments and materials.



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Notes

6

MOBILISING COMMUNITY SUPPORT



"ALONE WE CAN DO SO LITTLE, TOGETHER WE CAN DO SO MUCH"
-HELEN KELLER

Let us start with a scenario :

There is a society named "Gokul Dham" where many families live together -i.e. Sharma family, Madan family, Rohilla family, Mahaur family, Yadav family etc.

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The society was badly affected during COVID and unfortunately all the members of a family were tested corona positive. Gradually, COVID continued to affect the entire society with its influence. One day the Yadav family decided to take a decision in view of this situation. The Yadav family thought of putting a message on their society WhatsApp group, they said that people who are suffering from Corona can simply text us about their needs and we are willing to help them. We want to help our society in this pandemic.

Scenario 2 = A few moments later they started getting messages. One of the families was starving and they needed food to eat as all the members in the family had tested positive. Here, community concepts came where the Yadav family supported their society during tough times. By getting inspired by the Yadav family many families came together to help others.

INTRODUCTION

The word community is derived from the Latin word 'Communities' a broad term for fellowship or organized society. We all know that human is a social being. It is a well-known fact that an individual cannot exist on his/her own without the help of others. They prefer to live with their friends and family in a communal setting whenever possible. Because of this, an individual chooses to live and form relationships with those who live near him/her rather than others who live at a distance.

In other words your neighbourhood or locality, your immediate community is made up of all the members residing near the ECCE centre, as well as the local community members working in the various nearby organisations. The support of community is very important for any organisation. In this lesson, you are going to learn how to create awareness about the importance of early childhood education and how to mobilize them to get its support for having an ECCE centre in the community.

Now you may be getting anxious about the new term "community mobilisation"?

Community Mobilization is the process of bringing together allies or people to raise awareness of and demand for a particular activity or action or programme, assist that in the delivery of resources and services, and strengthen community participation for its sustainability and self-reliance.

Community mobilization is a fundamental process for reaching out to various levels of a community and fostering collaboration to focus on and address a pressing issue in society. The process involves empowerment of cooperation to facilitate change.

Community mobilization is an attempt to bring both human and non-human resources together to undertake developmental activities in order to achieve sustainable development.

Here is an example. An industrial township located in a tribal area invited franchise for establishment of a senior secondary school. A well known school from the city agreed to the request. After a few years the employees of the township felt the need for a creche cum early childhood education centre for the children. The matter was discussed in the recreational club of the township. A team of volunteers were identified and given the task of preparing a proposal for the need for an ECCE unit in the school. This was discussed in detail with the school authorities. The school authorities were not ready to accept it immediately as it needed trained teachers and staff and apprised the township authorities about the limitations. The volunteer group discussed it in the general meeting and came to know about the availability of a few trained ECCE teachers/educators and primary health workers in and around the township. After having several meetings with the school authorities, an ECCE centre was established. The building and requisite infrastructure was given by the industrial township. The available trained teachers, nurses, primary health workers accepted the challenge and in a short time the ECCE centre started functioning with a few children belonging to the township and neighbourhood. Further more volunteer teachers and staff were given on the job training too.

Over a period of time the ECCE centre was equipped with sufficient infrastructure and other facilities along with trained teachers and other staff. Now all children in the township and neighbourhood areas started coming to the centre.

The above mentioned example shows that the initiatives or willingness of a community can organise many activities for their welfare and progress.



OBJECTIVES

After reading this lesson, you will be able to:

- understand community and common mobilization;
- know the needs of the community;
- realize the needs and resources of the community;
- apprehend ways to involve the community in awareness, development and effective functioning of ECCE centre.



Notes

ECCE Organisation and Management



Notes

6.1 MEANING OF 'COMMUNITY'

A community is a social group determined by geographical boundaries or common values and interests. In simple words ECCE teachers and staff of all the schools in a neighbourhood are a community. The size and number of members of a community varies.

According to Bogarde

"It is a social group with some degree of 'we feeling' and living in a given area."

6.2 MEANING OF 'COMMUNITY MOBILISATION'

Community mobilization occurs when a community comes together to work towards a common goal. For example the case of community mobilization for dealing with pandemic crisis is one example and establishment of an ECCE centre in a remote township is another.

Community mobilization is the process of bringing together as many stakeholders as possible to raise people's awareness of and demand for a particular programme, to assist in the delivery of resources and services, and to strengthen community participation for sustainability and self-reliance.



INTEXT QUESTIONS 6.1

Q. 1. Fill in the blanks with the appropriate word(s) from the options given in brackets.

- a) The word community is derived from the Latin word _____ (Communities/ Commutative).
- b) We should _____ (demotivate/motivate) the community to participate.
- c) A social group requires to have some degree of _____ (We/he) feeling.

ASSIGNMENT 6.1

Visit to an ECCE centre and interact with a few parents of children coming to the centre. Mention the ways you can orient or sensitize and motivate the parents to contribute to the centre.

6.3 PRINCIPLES OF COMMUNITY MOBILISATION

Community mobilization is the process of engaging communities to identify community



priorities, resources, needs and solutions in such a way as to promote representative participation, good governance, accountability, and peaceful change. Community mobilization is a process through which action is stimulated by a community itself, carried out, and evaluated by a community's individuals, groups, and organizations on a participatory and sustained basis to improve the health, hygiene and education levels.

Benefit of community mobilization is very helpful in challenging times. It could be done in a variety of situations.

- Boosts physical and mental health of persons like coming together and adapting to the challenge/crisis.
- Assuring safety and well-being of its persons.
- Creating vital social connections and engagements among members for a cause.

6.3.1 Advantages of community Participation

People in a community have different occupations and these diverse occupations are linked to different knowledge, expertise and skills. Involving locally available people in planning also increases their commitment to the ECCE programme and it can help them to contribute their skills and knowledge in the planning, management and implementation of the centre's achievements and resources. It is also a way to bring about 'social learning' for both ECCE teachers, staff and community. Therefore it is advisable to identify the expertise and resources already available in the community for the betterment of the ECCE programme and its effective functioning.

6.3.2 Need of Community Awareness

You may be aware of the importance of the ECCE programme. If the community knows about the importance of ECCE then the people will send their children to the ECCE centre. The advantages of advocating the importance of ECCE centre in the community are as follows:

- It promotes awareness of ECCE 's usefulness.
- It may remove gender bias and other discrimination such as racial, cultural, religion, region etc. and promote equality.
- Awareness about ECCE may make them aware about vaccination or immunization and need for proper care, nutrition, sanitation or hygiene of children.
- It educates the people about a sensitive and emergent topic or issue with the intention of influencing their attitudes, behaviours and hygiene.

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- A case or example has been presented here. It highlights the conversation between a parent and teacher at the local ECCE centre.

In the staff room,

- A daily wage worker approaches the principal of a school with ECCE facilities.
- **Worker:** Ma'am I want to enroll my child, Sheela in the school. She is 4 years old but I can't afford to pay the fees.
- **Teacher:** What is your occupation and income?
- **Worker:** I am a daily wage worker earning 200 rupees a day.
- **Teacher:** Yes, she can be admitted and you do not need to pay for fees and other services. Do you know about the EWS quota?
- **Worker:** No ma'am.
- **Teacher (Sunita Ma'am) :** "Surprised", Okay let me explain to you. "The Union government has introduced the Economically Weaker Section (EWS) quota for those who have an annual family income of less than Rs 8 lakh." And 10% seats are reserved for children from EWS who are not covered under other reservation.
- **Worker:** Ma'am this is news for me and I am happy to know about it. Now I will also tell other workers so that their children also can be enrolled. Thank you ma'am. In this way along with Sheela other children under EWS quota took admission in that school and other nearby schools.

The worker goes out happily from the staff room and Sunita ma'am discusses the same with other teachers.

- **Sunita ma'am to other teachers-** A large number of people in our country are unaware of the facilities the government is providing for the education of their children.
- **Other teachers-** As teachers, it is our responsibility to make people aware of all the schemes and facilities.
- **Sunita ma'am-** Yes, We should do something. Let's organize an awareness camp for the same in the nearby colony as most of the children coming to our schools are from economically weaker sections.

An awareness camp was organized by the school in association with the local leader of the community.

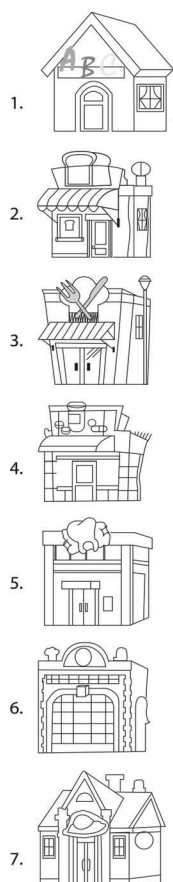


INTEXT QUESTIONS 6.2

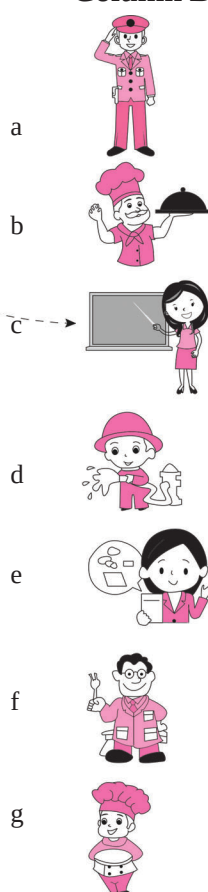
1. Q. 1. Fill in the blanks with the appropriate word(s).
 - a) Community belonging facilitates.....and.....
 - b) Involving local people in planning may increase theirand
 - c) Community awareness minimises..... and.....discrimination from the society.
 - d) Community awareness promotes awareness of for the child development.
 - e) Community awareness promotes
2. Q. 1. Following question contains statements in two columns that must be matched. Match the statements in Column A with their correct counterparts in Column B.

Match column A with column B. The first one is done for you.

Column A



Column B



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Notes



ASSIGNMENT 6.2

1. Have you ever attended any community awareness programme? If yes, write your experience and discuss it in your class about what you have learnt.
2. Read the passage given below and answer the following questions.

Rohit and Rohan are two brothers. Rohit is very concerned about the environment. On his birthday, he plants a tree and motivates others to do the same. On the other hand, his brother Rahul's behaviour is opposite to his brother. He always wastes resources and throws garbage here and there and pollutes the environment.

- A) Who do you think has more responsible behaviour in the community out of the two brothers?
- B) Will you also do the same thing as done by Rohit on his birthday?

6.4 DIFFERENT WAYS OF COMMUNITY MOBILIZATION

6.4.1 Conduct workshops/seminars

Workshop is an opportunity to learn new skills. Regular workshops could be conducted for the teachers, staff and children throughout the year to keep them abreast of the latest teaching learning processes.

Seminars and workshops provide a chance to interact with experts from the specific field. Workshops are important not only within school environments to promote wellbeing and happiness for children, but also for raising awareness within the community in general.



Figure.6.1 Community Mobilization

**Notes**

Here we summarize the many benefits of attending a workshop:

- assessment or evaluation of practices
- new ways of thinking
- opportunities for networking
- developing new process and strategies
- inspired or motivated to work better

Teachers, parents and the community participating in various workshops can always work on their leadership qualities thereby giving it the proper boost to grow. Skills like learning, communicating, listening and experiencing new bonding or relationships can be developed through such forms which have immense value for children and their future.

6.4.2. Organise orientation programmes

After the community knows about ECCE through the community campaigns, meetings, fairs, etc., it is necessary to hold orientation programmes. The orientation programmes are necessary to educate the community about the need, importance and role of ECCE to help the community appreciate them.

In initial orientation programmes the people can be shown how an ECCE centre functions. They can be asked to act as children for a day and you can be the teacher. This will give them first-hand experience and will help them to realise or accept the importance of ECCE for their children.

Evaluation of the level of understanding of the information/knowledge imparted and its effect on the participants can be easily done in a camp. There are three stages in an orientation camp. These are:

- i. Introduction of participants to each other
- ii. Introduction about ECCE
- iii. Emphasizing the community's role in ECCE



Figure 6.2 Organize Orientation Programme

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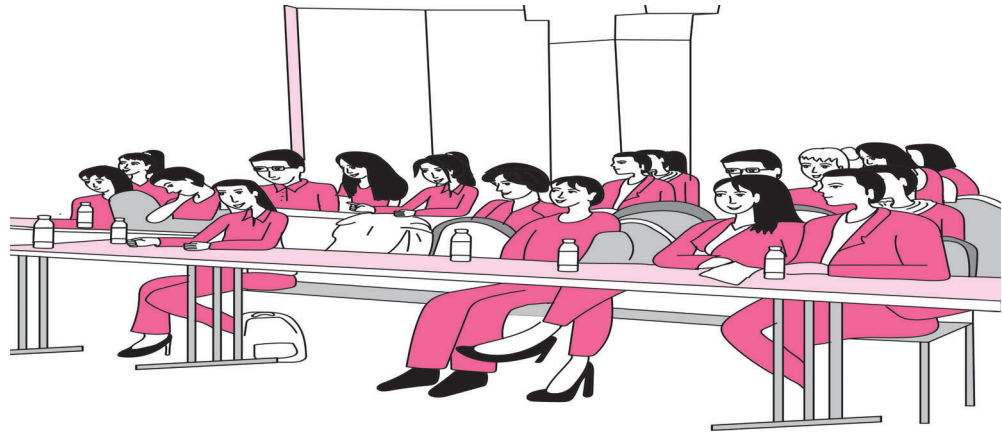


Figure: 6.3 Organize workshop with Experts

6.4.3. Invite experts or resource persons

Inviting guest speakers or experts in early childhood education and related areas into your centre or school is an effective strategy.

1. It enables the children, teachers and staff to meet, listen or learn new activities.
4. Interest in the topic is assured since the information to be delivered is very special from an influential and convincing speaker.

Example- Community Doctor, nurse, teacher educator, drama expert, artist, coach, athlete, etc.

6.4.4. Organise awareness programmes

Public awareness campaign is an effort to build public recognition of a problem through media, messaging, and an organized set of communication tactics. These campaigns target a large number of people over a specific period of time to try and generate specific outcomes or achieve predetermined goals.

The purpose of the awareness programmes is to.

- Promote children's right
- Promote awareness around child abuse
- Equip children with knowledge and skills to identify and report abuse and other rights violations
- Help children understand and identify the difference between safe and unsafe situations
- Equip children with skills that they can use later in life to ensure their safety
- Listen to children and create a platform for them to feel heard



6.4.5. Organise annual day/cultural events / competitions

By organising any of these functions at the centre, the connection between community and centre gets strengthened, also children become aware about the various activities going on in their community if centre organizes events in the community.

6.4.6. Conduct parent teachers meeting

Parent-teacher meetings are one of the important activities of any educational setup. PTM is a great opportunity for both the teacher and parents to work for the betterment of the child. It helps to know and work for the child's performance and cultivate a sense of trust and belonging among children, teachers and educators in the school districts, and families by partnering with the community.

6.4.7. Form a parent teacher association

- The Parent Teacher Association (PTA) is a partnership between parents and ECCE teachers who strive to enhance children's learning and enrich their lives.
- It is also a forum for parents to obtain knowledge and voice their opinions about what is happening at their centre.
- It helps to raise our children and strengthen our community.
- It links families to ECCE centre and community.
- It hosts fun, educational clubs, programmes and events for families.
- It raises funds and other resources to support the specific needs of the ECCE centre.
- Parent Teachers Association (PTA) is a non-profit organization which works to support the ECCE centre in a wide variety of ways.
- Its function is to help/ support the centre in the all-round development of children.

6.4.8. Annual day function

An Annual Day celebration is another event that intends to appreciate the children's achievements in all curricular, and co-curricular activities conducted throughout the year.

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6.4.9 By organising fete/Mela

- Fetes or Mela are a time for rejoicing and celebrating for children, teachers and staff along with parents and community.
- It helps to collect funds for the centre .
- Children and volunteers, parents and community members, also get duties that make them responsible and teach them things other than academic knowledge.

6.4.10. Conduct counselling sessions:

Counsellors are responsible for working with children who need help managing their behaviour; they also work with community, teachers and parents to develop a comfortable, healthy learning environment free of abuse, corporal punishment or illegal activities.

At ECCE level parental counselling is a service that aims at providing the required tools, guidance, knowledge, and support to parents in understanding their children and facilitating their development. Through parental counselling, parents become more equipped to take care of their family, especially their children.

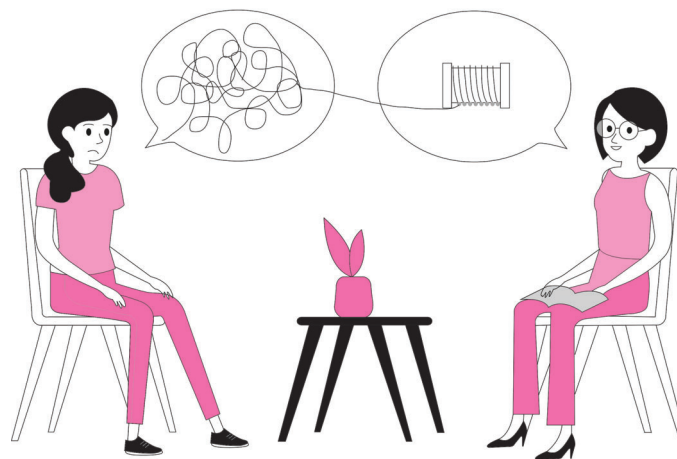


Figure 6.4 Counselling session

This will help parents in understanding and rearing their children with appropriate/ desirable attitudes like self-discipline, self-control, honesty, and dignity among other good moral values.

6.4.11 Organisation of Book fair at the center

Book fairs give children motivation to read. They give parents and children an opportunity to pick out and read books together. Also, parents can take part in



the organization of book fairs by installing their own collections of books. Bring the Community together: When hosting a book fair, this can become more than just an event for the centre. By inviting families and community members you are bringing the excitement of your book fair to your entire community. Book fairs are a great way to help other families add to home libraries - theirs or their friends.



Figure: 6.5 Organize Book fair

6.4.12. Conduct health camps at the centre

These camps make sure people are getting healthcare at the right time, and seeing the doctor early enough before a small health problem turns serious.



Figure: 6.6 Health Camps at the Centre

6.5 BRINGING SCHOOL TO COMMUNITY

1. **Picnic or excursions:** They are an integral part of personality development of children, as they get to explore unique things, and think out of the box.

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2. **Conduct Rallies:** Rally campaigns can be used to convey and spread messages, and to gather the support necessary to influence public opinion. It is generally carried out for spreading awareness about some issues and here it could be used in the neighborhood or community to create awareness of ECCE and its importance for their children and their further education.
3. **Nukkad natak/street corner play:** It is a drama performed on streets or common meetings places like chaupals, community centres, etc., in a community and it is used to create social awareness about many topics like ECCE education, girls' education and child health and vaccination and child labour. The primary goal of a street play is taking a social message to a large group of people.
4. **Field visit:** Field trips connect people. All people involved in the field trip children, teachers, parents, school head come together for joint planning. When we open our school or centre doors to parents, officials, and other Members of the community, we gain support and cooperation. They are rich learning resources.
5. **Participation in co-curricular activities:** These are meant to bring social skills, intellectual skills, moral values, personality development and character building in children. It includes athletics, cultural events, library activities, scientific experiment activities in the laboratory, classroom activities, creative arts and meditation etc. Co-curricular activities bring a sense of belonging and help them learn about the importance of being in a community and working with the community.
6. **By involving in work education outdoor activities (gardening):** Work Education is a distinct curricular area for providing children with opportunities for participation in social and economic activities inside and outside the classroom, which would enable them to understand scientific principles and procedures involved in different types of work. It helps in developing necessary life skills like problem solving, decision making, creative thinking etc.
7. **Participation in inter ECCE centre/school competition:** Competition of children of two or more than two centres in different areas helps children to get wider exposure. It is mostly used to refer to a sport or creative tournament among many between ECCE centres on different aspects related to an ECCE.
8. **Nature walk:** In every walk with nature, one receives far more than he/she seeks" ~ John Muir

Nature walk also goes by the name of 'Green Therapy' as it promotes the health of the mind, the body, and the spirit. The nature walk would be an easy activity

that you may do with the children and it has amazing cognitive, developmental and relationship benefits-plus it's fun! For example, Nature walk could be a visit to a nearby park, zoological park and botanical park.

9. **Importance of visiting places:** Through visiting places having historical, spiritual, importance etc., we can connect children with the community as all these places are a major part of the community.



WHAT YOU HAVE LEARNT

In this lesson, you have learnt that:

- There is great focus on communities for taking a lead role in developmental activities. Community Based Rehabilitation (CBR) is a strategy for community-based inclusive development so the importance of community participation is acknowledged, e.g., communities are listened to and directly involved in decision-making and activities that affect their lives.
- Community mobilization is a strategy that can be used by CBR(Community Based Rehabilitation) programmes to engage community stakeholders in various activities towards inclusive development.
- Principles of community mobilization and different ways of community mobilization to raise people's awareness of and demand for ECCE centre



TERMINAL EXERCISE

1. Define the term community.
2. What do you mean by community mobilisation?
3. What are the ways of bringing community to school?
4. What is the need of community mobilisation?
5. What are the different ways of promoting community mobilisation?
6. Discuss different ways to bring school to community.



ANSWER TO INTEXT QUESTIONS

6.1

- 1) Communities
- 2) Motivate
- 3) we



Notes

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Notes

- 6.2 1.
- physical and mental health
 - Skill and Knowledge
 - Gender and cultural
 - Government programme and policies
 - Equality



KEY LEARNING OUTCOMES

After reading this lesson, the learner will be able to:

- describes community and community mobilization.
- explain the needs of the community.
- share/discuss the needs and resources of the community.
- Enlist ways to involve the community in spreading awareness, development and effective functioning of ECCE centre.



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**7****SETTING UP AN ECCE /ECE CENTRE**

INTRODUCTION

Samanta enrolled her three year old daughter Niharika in an early childhood centre near her home. She was a little worried because Niharika had stepped out of her home without her for the first time. But to her surprise, Niharika returned home with a smile on her face and was eager to go to the centre the next day. She was so excited while talking to her mother about how she had played the games, listened to stories, read, learned new things, did colouring and pasting and had her mid-day meal with her peers. Looking at the smiling eyes of Niharika, Samanta was assured that she had selected the right or suitable Early Childhood Care Centre which was the second home for her child and as special as their own house.

You may like to give your views on the questions listed here under:

- What qualities of that ECCE centre made Niharika feel happy and satisfied at the end of the day?
- How an ECCE centre should be planned to maximize children's all round potential and provide a foundation for the development of emotional security.

In this lesson, we will try to find out the elements which make an ECCE centre an inviting, stimulating and engaging learning environment. An ECCE centre is a place for joyful learning for children between the age group of three to eight years. Young children strive to make sense of the world in which they live. They try to organize the visual images and concrete objects in their environment into meaningful systems. Children want to determine how the space works and what activities can happen in this place.

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For this to happen, children need a safe world where they are encouraged to explore their surroundings and get rewarded for exploring their own act. They need a world rich in sensory stimulations and opportunity to use their imagination and creativity.

In this lesson we shall learn about the criteria or the points for choosing the right or appropriate location for the ECCE centre, age-appropriateness of learning materials and equipment. Along with this, we'll also make an effort to comprehend the additional areas that need attention while building an ECCE centre, such as recruitment of teachers and other staff or employees, finance mobilization and allocating resources, etc. The lesson is divided into four sections and they are:

- Early Childhood Care and Education Models as per Nep, 2020
- Physical Infrastructure
- Equipment and Learning Materials
- ECCE Staff
- Fund Mobilization and Utilization of Community Resources



OBJECTIVES

After reading this lesson, you will be able to:

- describe/explain the recommended model for ECCE by National Education Policy, 2020;
- enumerate factors that should be considered while selecting the location for the centre;
- state the indoor and outdoor physical facilities to be considered for the centre and effective and efficient ways of maintaining and utilizing the space;
- explain and categorize different types of equipment and learning materials for the ECCE centre;
- describe the factors affecting the selection of materials and equipment for the ECCE centre;
- enlist various ways of allocating equipment and learning materials to make the centre attractive, stimulating, liking and interactive for children;
- identify aspects or points to be kept in mind while selecting teachers and staff for working with children;
- identify and develop different ways for mobilization and utilization of funds and other resources for the ECCE centre.



7.1 EARLY CHILDHOOD CARE AND EDUCATION MODELS AS PER NEP, 2020

At present, various models of Early Childhood Education are in existence like Anganwadies under ICDS Programme and they are offering pre-school education to children between 3 to 6 years. There are a large number of stand-alone pre-schools run by individuals, Non Governmental Organizations (NGOs), Voluntary Organizations and Pre-schools franchise chains. In addition, preschools attached to Government / Private Schools which may be Primary / Secondary or Senior Secondary Schools.

As per the recommendations of NEP 2020, ECCE shall be delivered through a significantly expanded and strengthened system of early-childhood education institutions in the country and be consisting of variety of models like

- stand-alone anganwadis
- anganwadis co-located with primary schools
- pre-primary schools/sections catering to the learning of children at the age of 5 to 6 years and are generally co-located with existing primary schools
- stand-alone pre-schools

All of these would require and recruit teachers/caregivers specially trained in the curriculum and pedagogy of ECCE.

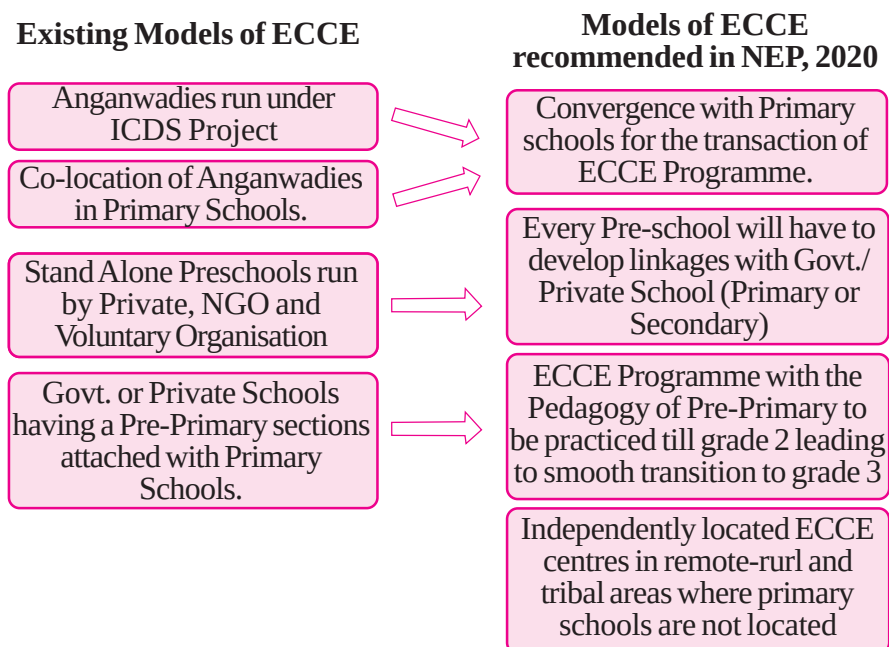


Figure 7.1: Models of existing ECCE vis-a-vis models recommended in the National Education Policy, 2020

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Notes

7. 2 PHYSICAL INFRASTRUCTURE

A child's introduction to schooling begins when they enroll in an Early Childhood Centre. It affects how children develop psychologically and aids in laying a solid basis for their future. An Early Childhood Centre should also be able to inspire children to learn through a variety or range of engaging and artistic activities. It is crucial that parents select or choose a centre where their child(ren) may learn and develop in a supportive environment. Thus the infrastructure of the centre is very important in creating such an environment. Moreover Early Childhood Care and Education is primarily a play and activity-based programme, and requires sufficient indoor and outdoor spaces, as well as other infrastructure. Sufficient infrastructure would entail not only enough rooms for unrestricted movement but also take care of prescribed standards for safety, sanitization, lighting, and ventilation.

7. 2.1 Selection of Location

As mentioned in the New Education Policy (2020), Early Childhood Centre can be opened in the premises of existing primary schools or new early childhood centres/ pre-schools can be opened in the preschool section or anganwadis centres (AWCs) can be integrated with existing formal schools. Whatever model of ECCE is selected, there are few things we should keep in mind when setting up an ECCE centre.

The location of ECCE centre should have

- Easy accessibility
- Cleanliness and hygiene
- Safety and Security
- Barrier Free

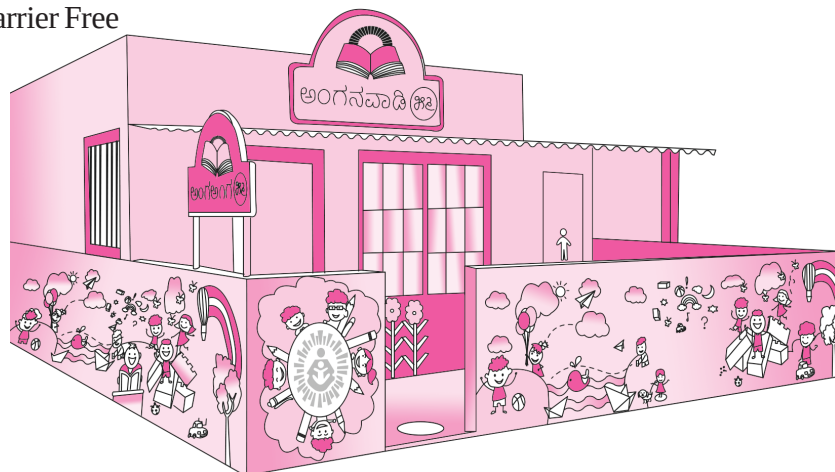


Figure: 7.2 Easy Access to Nearby ECCE Centre

**a) Easy accessibility**

The location of an ECCE centre is a key consideration for parents. Preferably the centre can be in the same premises of the primary school or it should be close to or adjacent to a primary school so that it would be easier for the mother or caregiver siblings to drop off young children at the ECCE centre. ECCE centre should be easily accessible to the children i.e. $\frac{1}{2}$ to 3 km radius of the locality to which it is catering. Distance may depend on the transportation facilities available in the area. The centre should ideally be located on direct service lane or within safe enclosed area rather than directly on a main road for easy transport and delivery of supplies.

b) Cleanliness and Hygiene

When taking care of small children, sanitation and hygiene are essential concerns. A welcoming and secure environment for learning is created by high standards for hygiene and sanitation. The sanitization of building as well as furnishings materials is very important. The centre should have screened, openable windows in addition to an effective air exchange system to guarantee that there is enough light and ventilation.

c) Safety and Security

Children have limited experience in responding to the environmental hazards that may exist. Younger children are susceptible to injuries related to motor vehicles, fires/burns, drowning, falls, and poisoning. Special attention should be paid to the safety and security needs of children in the environment throughout the planning, programming, specification, and installation phases of the ECCE centre. In a safe environment, children can move freely and explore without the caregiver without worrying about getting hurt. The building must be surrounded by a boundary wall or a fence to mark the safe area. If it is located in the premise of a primary or secondary school, it should be located on the ground floor to avoid the risk of children falling down while playing. Some other measures that could be taken to provide the children a safe and secure environment are, non-slippery floor, round corners of walls, stable shelves, objects and fixtures with rounded corners and equipment made of non-toxic materials such as wood.

d) Barrier free environment for differently abled children

While a safe and secure environment, multipurpose and child friendly learning equipment and materials are desirable in an ECCE centre, the quality of early childhood education also makes it mandatory to be equally welcoming to



Notes

differently abled children. To make the centre accessible by all children, location and infrastructure should be disabled friendly. That means it should have ramps, and/or lifts wherever necessary, wide doors, toilets equipped with supporting bars, flexible furniture, away from heavy traffic areas etc.



INTEXT QUESTIONS 7.1

Q. 1. Fill in the blanks with the appropriate word(s).

- The ECCE centre must be located withinkm radius of the locality to which it is catering.
- Dirty and unhygienic classrooms can cause..... and..... to young children.
- The floor should be for the safety of young children at the ECCE centre.

Q. 2. Answer the following questions.

- Write any two ways to make the early childhood centre safe and secure.

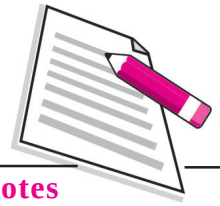
7.3 INFRASTRUCTURE /PHYSICAL FACILITIES

The outlook of an ECCE centre depends on the size of the community (rural, suburban, large city), type of community (residential, commercial), and perhaps the ethnic composition of the community but it should communicate a sense of welcome and belongingness to the children and their families. For universal access to ECCE as recommended in the National Education Policy (2020), Anganwadi centres have to be strengthened with high-quality infrastructure, play equipment, and well-trained anganwadi workers/teachers. Every anganwadi should have a well-ventilated, well-designed, child-friendly and well-constructed building with a stimulating learning environment.

Physical facilities in an ECCE centre must include both outdoor as well as indoor facilities. In this section we will discuss some outdoor facilities and indoor facilities along with water and toilet facilities.

7.3.1 Outdoor Facilities

Outdoor play is an integral part of any child's natural environment. The elements that make the outdoor space an engaging learning environment are freedom and space, opportunities to explore the natural world, to use imagination and be creative and to

**Notes**

take risks within a safe and secure environment. A minimum of 15x20x30 sq. meters of outdoor space including both paved and cemented as well as kachcha/grass-covered surfaces should be provided for a group of 25 children. The safety of children should be ensured i.e. prevent them from running out and getting hurt from grievous injury. The outdoor facilities including a playground, sand pit, grass-covered floor etc. are desirable in an ECCE centre. The basic outdoor facilities are listed below:

- All playgrounds should incorporate three kinds of designed areas, which can genuinely be categorized as open, quiet and active area to run and play generally like playground, lawn, paths and sheds, areas like areas of low plantation, trees, landscaping, vegetable garden, sanded area is known as quiet area, and an area for gross motor development activities having swings, see-saw, jungle gyms, slides, rope ladders etc. is active area.
- Sand pits may be created under some shady place like under a tree. Water play area may be created in both indoor as well as outdoor areas.
- There should be a balance between sunny and shaded areas.
- There may be a storage space for keeping play equipment.

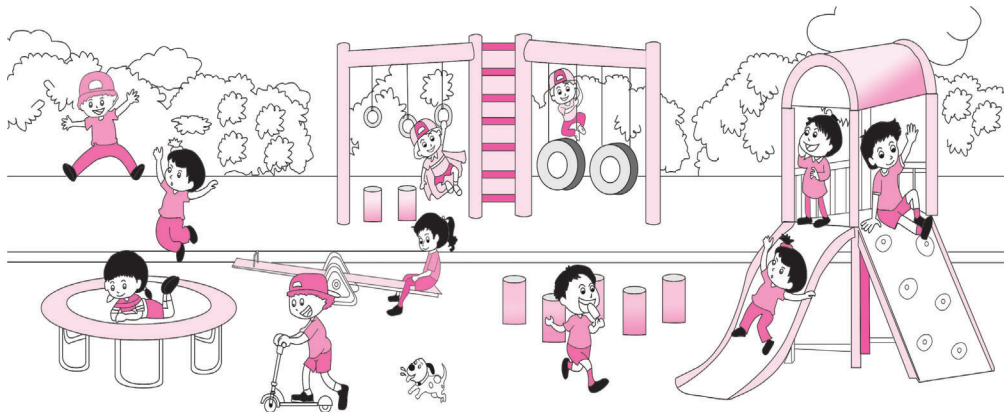


Figure: 7.3 Play Area Activities



INTEXT QUESTIONS 7.2

Q. 1. Carefully read the following statements and indicate whether they are True or False.

- An ECCE centre should communicate a sense of welcome to the children.
- If we do not have enough space for a playground, activities like running, jumping, swinging etc. should not be planned.

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- c) Water facility should be near the sandpit.
- d) We can use locally available low cost play materials for outdoor space.

7.4 INDOOR FACILITIES

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



Figure: 7.4 Activities in Indoor Space

Basic or essential Indoor facilities for a group of 25 children requires

- A minimum indoor space of $5 \times 7 = 35$ sq m should be available.
- The size of the rooms should allow each and every child to sit, move around, and take part in activities.
- Indoor space must have sufficient classrooms, storage, and children-friendly restrooms.
- Walls must be properly plastered and classrooms, corridors, and the outside area must be kept clean.



- Windows that can be opened, functional air conditioners (optional and if present), and fans should all be there in the room to ensure proper ventilation and lighting.
- To allow children to see outdoors and enjoy lots of sunlight and fresh air, windows must extend below their height. To control light and avoid mosquitoes, all windows must have grills, nets, and curtains.
- For a group of 5-6 children, a set of low, light tables or a nest of tables is necessary for art projects, homework assignments, and other activities.
- Children should have access to a running blackboard or whiteboard at a low level for free painting and scribbling.
- The furniture and equipment must be according to the children's height and size.
- Children should be given their own space to store personal items like bags, bottles, etc.
- The seating arrangement should be in such a way that the teacher can make eye contact with the children.
- Learning materials should be secure and capable of providing opportunities for manipulation and learning.
- To hold the play and learning materials, each early childhood classroom must have low open shelves (or open huge baskets).
- Facility for safe drinking water should be provided. In case water purifiers are being used in the pre-school, they should be serviced regularly and refilled. In rural or remote areas, drinking water may be kept in an earthen pot covered with a lid.
- Separate toilets for boys and girls, suitable for children.
- Garbage bin with a lid should be provided in each classroom and in the outdoor area.
- It is essential to provide some time for rest/ nap during the day's program. A clean mattress with a sheet along with a comfortable pillow should be provided for this.

7.4.1 Desirable or optional Indoor facilities

- There should be a library or collection of children's books and activity books in each centre having appropriate resource material and educational audio-visual

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aids for practitioners and young children.

- In case of inadequate space in the classrooms, a separate activity room can be created with 'interest areas' where there should also be a provision of ICT such as Television/ Smart Board/ Computers etc.
- A separate area or the room should be provided for staff to keep their belongings or resource materials, plan activities, do administrative work and meet/interact with parents.



INTEXT QUESTIONS 7.3

Q. 1. Answer the following questions.

- a) How will you organize various activities, where there is inadequate space in the classroom?

Q. 2. Following question contains statements in two columns that must be matched. Match the statements in Column A with their correct counterparts in Column B.

- | | |
|---------------------------------|-----------------------------------|
| 1) Ventilation | a) 35 sq m |
| 2) Indoor space for 25 children | b) Separate for boys and girls |
| 3) Learning materials | c) Wide and low windows |
| 4) Toilet facility | d) capable of direct manipulation |

7.5 EQUIPMENT AND LEARNING MATERIALS

The simple fact is that young children have a wonderful desire to develop and learn from the moment they are born. They continue to gain new abilities and skills. They will change an object into something else, such as a stone into an animal or a twig into a tree. The most expensive toys and pieces of equipment do not ensure best learning. Children need nurturing direction and developmentally appropriate playthings and educational resources to give them the chance to develop and come to terms with who they are and the world around them.

7.5.1. Type of Equipments and Learning Materials

The equipment at ECCE centre is broadly classified as indoor equipment and outdoor equipment.



Indoor Equipment and Learning materials	Outdoor Equipment and Learning materials
● Material for manipulative play: mosaic, tiles, nesting toys, beads, wire, leaves, twigs, pebbles, puzzles, clay and sand etc. ● Material for constructive play: wooden/plastic blocks, boxes, plastic tubes, cartons etc. ● Material for imaginative play/role-play: dolls, puppets, doctor set, old dresses, masks, toys, kitchen utensils, mirror, old spectacle frames, purses, old shoes, weighing scales and clock etc. ● There has been a proliferation of digital content in recent times so it is desirable to have multilingual play-based games and resources, animated learning videos, interactive e-books, activity sheets etc.	● Climbers, slides, swings, jungle-gym, jig-saw, balls (variety of sizes and textures), sports equipment (child-size basketball hoop, plastic bats, hockey sticks), wheel toys (tricycles, push/ pull toys, wheelbarrows, scooters), riding toys, tumbling mats, jump ropes, wooden twigs. ● Sand boxes, sand pits (outdoors), measuring cups/spoons, a variety of containers/pails, plastic bottles, things that sink or float, nature items such as shells, pieces of wood, rocks etc.

Table 7.1 Equipment and Learning Materials

7.5.2 Selection of Equipment and Learning Materials

Children learn through play activities, so the type and condition of the equipment and learning materials are the main component and should be given major emphasis while planning for an ECCE centre. Availability and effective usage of high-quality and culturally responsive teaching learning material in children's familiar/home/mother language(s) in an ECCE centre is one of the objectives under NIPUN BHARAT scheme. There are some factors which should be considered while selecting the equipment and learning materials for an ECCE centre.

- All the learning materials and equipment should be relevant to the age group, developmental needs and abilities for whom they are selected.

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- While choosing equipment and learning materials it should be considered that children can use them in a variety of ways. For example, a wooden blog can be used as a stool or chair in outdoor space for merry-go-rounds or even as a slide by joining wooden stumps and planks. It gives children a sense of creativity and control over their play and learning.
- The learning materials and equipment should be adequate in terms of quantity and proportion to ensure access to all children to all types of activities planned in the curriculum.
- It is essential that there should be a large range of equipment and materials in the centre to suit the needs, abilities and interests of all children.
- Equipment should fit the individual child as well as be safe to use for children. They should be according to their height and weight with smooth edge finishes.
- It is important to ensure that the equipment in an ECCE centre reflects the community in which we live. All the materials and equipment should be selected with consideration to encourage acceptance of diversity (race, culture, age, abilities, gender) in all activity areas.
- A large range of natural materials can be used at the ECCE centre like rocks, seed pods, sand, water, leaves and twigs, or living plants. This would also avoid unnecessary financial burden on buying expensive equipment and toys. Inexpensive materials like rope can be used to make swings, ladders or hammocks.

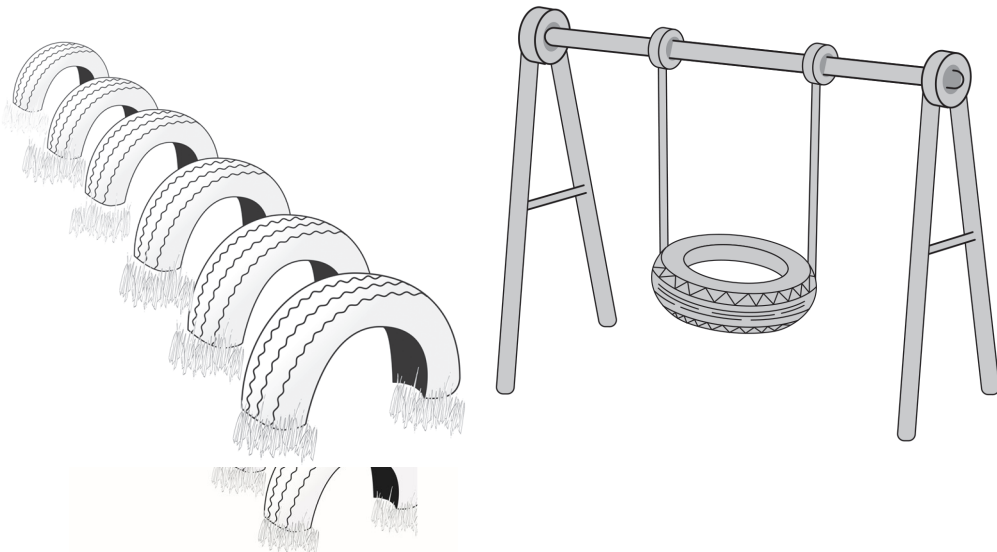


Figure: 7.5 Outdoor Equipment



INTEXT QUESTIONS 7.4

Q. 1. Answer the following questions.

1. Write any three criteria for selecting equipment and materials for young children.
2. Make a list of equipment and materials around you that are locally available and can be procured free of cost.
3. Classify them as indoor or outdoor equipment and materials: sand pit, swings, fit-in puzzles, dolls, riding toys, collage materials, jungle-gym, xylophones, radio and blocks.

Outdoor equipment	Indoor equipment

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7.6 ALLOCATION OF EQUIPMENT AND MATERIALS

While selecting and purchasing the equipment and learning materials for the centre-keep in mind the very purpose of providing an effective learning environment in the centre. They are not for primary display, demonstrations or decoration but the main purpose is to give children enough opportunity to learn through exploring and manipulating them.

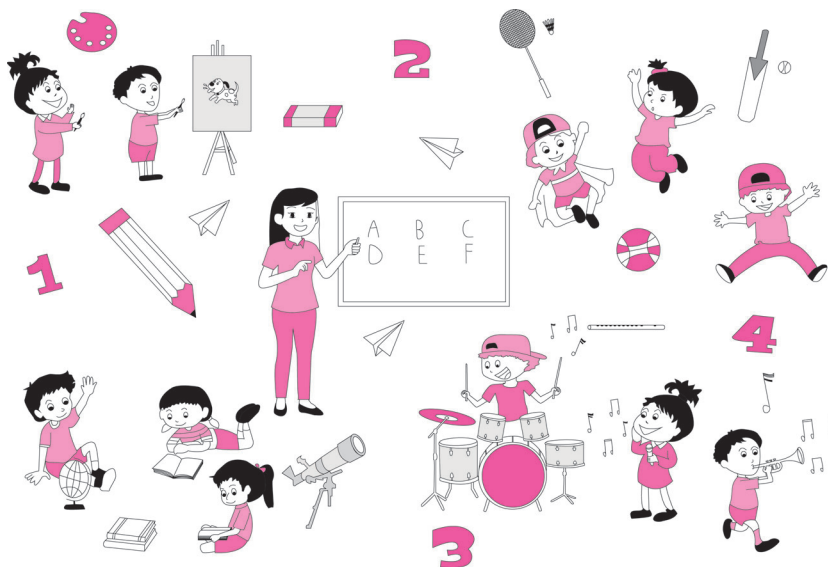


Figure: 7.6 Activities in Indoor Space

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For optimal, hands-on learning to take place, equipment and materials must be arranged in such a way so that children have direct access to them. This visibility and accessibility ensures that children see their choices and can easily reach them. Shelves are labeled with pictures and words that show children where toys and materials belong. Children's art should be displayed on walls attractively at their eye level and with large spaces of blank wall so as not to look cluttered.

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 the teacher and others to see all the children and ensure they are safe.

7.6.1 Suggestive activity areas and materials required in that area

Activity Area	Materials required
The library and literacy area	Age-appropriate children's magazines, information books, picture books, storybooks, big books, local folk tales, thematic books and comics.
Doll's area/ dramatic play corner	Various kinds of dolls, doll-sized furniture and clothes, doll-sized cooking utensils (pots, dishes, spoons etc), pretend food (vegetables or fruits made of clay), dress-up clothes (scarf, cap, stole, jacket, small sari, long pieces of cloth etc.), combs and a mirror.
Discovery/ science area	Ramps and wheels, magnifying glass, shells, plants, seeds, magnets and iron fillings, weighing scales and weights, measuring tapes, or any other locally available materials
Block building/ manipulative area	Blocks of different colours, shapes and sizes; puzzles; matching cards; lacing strings/lacing cards; threading strings and beads; small toys such as cars, trucks, animals, people figures; and other objects from the environment
Art Area/ creative corner	Different types of papers, crayons, pencils, washable markers, slates, different coloured chalks, pieces of fabric, paints, brushes, tape, play dough/clay, rolling pins and boards, old newspaper and magazines for collage and ice-cream sticks
Music area	Dhapli, bell, bowls, flutes, tambourines, string instruments, other local musical instruments, computer/mobile, pen drive containing a variety of songs and rhymes

Table 7.2 activity areas and materials required



INTEXT QUESTIONS 7.5

Q. 1. Answer the following questions.

- Why should the play items be placed on low, labeled and open shelves near the area in which they are to be used?
- Why should charts be hung at the eye level?

ASSIGNMENT 7.1

Plan and organize a science/music/creative corner at an early childhood centre.

7.7 ECCE STAFF

It is very important that what an ECCE teacher knows (knowledge), shows (attitudes) and does (skills) have an impact on the children they work with. Qualified teachers have a significant impact on the quality of learning and teaching as they are able to relate theory to practice.

So, selecting and recruiting well qualified and skilled ECCE personnel, maintaining adequate teacher-children ratio at the centre and monitoring and supervising their work regularly becomes a mandatory part of planning and organizing an ECCE centre. In this section we have focused on the recruitment of ECCE teachers and ECCE personnel, their educational and professional qualifications, teacher-children ratio, distribution of roles and responsibilities among them and monitoring and supervision of staff of the centre.

7.7.1 Types of ECCE personnel

As recommended in NEP (2020), a minimum number of the core staff must be there in every ECCE centre whereas a few staff are desirable.

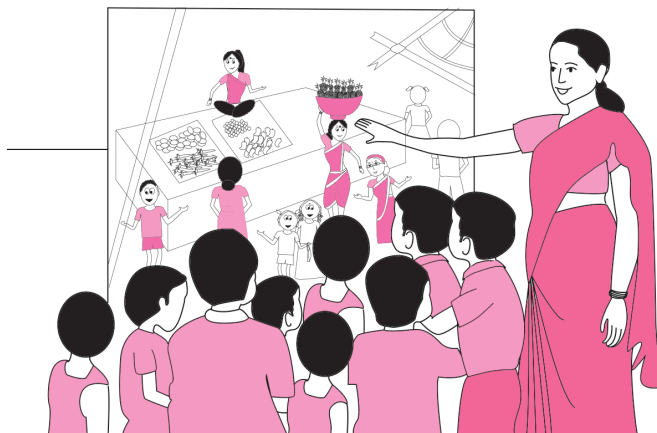


Figure: 7.7 Teacher: A core staff in an ECCE centre

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Core Staff: An ECCE centre must have the following personnel:

- a) Administrator (the Principal of the School)
- b) Teacher: 1 for 20-25 children up to age 3-6 years at pre-primary and 1 for 25-30 children for primary
- c) Helper: 1 for 20-25 children up to 3-5 years and 1 helper shared between 2 classes for children of 6-8 years
- d) Security guard
- e) Support staff like cook, accounts person, gardener.

Desirable staff: The below-mentioned staff is not mandatory to be recruited by an ECCE centre but they are desirable and contribute in improving the quality of services of the centre.

- a) Assistant Teacher- Wherever there are more than 25 children in a class an assistant teacher is recommended
- b) Parent volunteers
- c) Local artists, crafts persons and artisans willing to work with children
- d) Art & Craft instructors
- e) Music instructors

7.7.2 Qualification and Responsibilities of ECCE staff

Recruiting ECCE personnel is an important part of planning and maintaining a healthy, safe, and successful ECCE centre. It is important to remember that the ECCE personnel you will be appointing are completely the ones who set the tone for your centre. If you desire to have a quality ECCE centre that is widely accepted by all stakeholders like students, parents, community, a lot of time and effort in identifying and appointing the best personnel possible is a must. As per the recommendation of NEP (2020), all kinds of early childhood care and educational institutions will recruit teachers and staff who are well trained in a National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFCE) developed by NCERT, which is perfectly aligned with the policy guidelines.

The qualification and responsibilities of ECCE staff are mentioned in the table given below:

Staff	Qualification	Responsibility
Head of the Centre	The Head should have the requisite qualification as prescribed by the State or the Board.	Maintaining the quality of Early Childhood Care and Education
Supervisor or In-charge	Bachelor's degree in any discipline with training in Early Childhood Care and Education or D.El.Ed or B.El.Ed. (with two year of teaching experience and training in Early Childhood Care and Education) with minimum of 2 years of teaching experience	Monitoring, Supervision and Liaison
Teacher	As per NCTE norms (1) Pre-School/Nursery (For children in the age group of 3-6 years): Senior secondary. A Diploma in ECCE or Nursing Teacher Training (NTT) or Bachelor's Degree in Early Childhood Education (B.El.Ed) (2) Pre-School/Nursery followed by first two years in a formal school (3-8 years): Diploma in Nursery Teacher education/Pre-School Education/Early Childhood Education Programme Bachelor's Degree in Early Childhood Education (B.El.Ed) and Diploma in Elementary	Ensuring safe environment for children's learning and development Providing developmentally appropriate teaching learning practices and experiences



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	Education (D.El.Ed)	
Caregiver or supporting staff	At least X standard pass with training in dealing with children	Ensuring children's safety, meeting basic needs and assisting with daily activities
Other support Staff	At least X standard pass	Maintaining hygiene, cleanliness, sanitation, safety and security of children

Table 7.3 The qualification and responsibilities of ECCE staff

Besides the required educational qualification, the ECCE teachers 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 build a meaningful curriculum
- personality - Many times first impressions last forever. You'll want to choose ECCE teachers and other staff who have personalities that are suitable for working with children. Traits such as patience, responsibility, enthusiasm, creativity, nurturing, and love to work with children should all be sought in an ECCE teacher and staff.

7.7.3 Teacher-Child Ratio

Teacher-child ratio for 3-4 years old children should be 1:25 with the caregiver, for 4 to 5+ or 6 years old children it should be 1:25 with a helper shared in two classes or sections. However, the teacher-child ratio for 6+ to 8 years old children should be 1:30 as per the Right to Education Act norms. Wherever there are children with disabilities, additional support staff must be recruited. The recent amendment in the Right to Education Act prescribes appointment of one special education teacher for



every 10 children with disability for classes 1 to 5.

7.7.4 Professional Development of Teachers

A special focus on continuous capacity building of teachers and other personnel in education is one of the key objectives of the NIPUN BHARAT Scheme. As per the recommendation on NEP (2020), the anganwadi teachers/caregivers with qualifications of 10+2 and above shall be given a 6-month certificate programme in ECCE; and those with lower educational qualifications shall be given a one-year diploma programme covering early literacy, numeracy, and other relevant aspects of ECCE. These programmes would run through digital/distance mode using DTH channels as well as smartphones, allowing teachers to acquire ECCE qualifications with minimal disruption to their current work. The ECCE training of anganwadi teachers/caregivers will be mentored by the Cluster Resource Centres of the School Education Department which shall hold at least one monthly contact class for continuous assessment. In the longer term, State Governments shall prepare cadres of professionally qualified educators for Early Childhood Care and Education, through stage-specific professional training, mentoring mechanisms, and career mapping. Efforts have been initiated for creating necessary facilities for the initial professional preparation and continuous professional development of ECCE teachers and workers.



INTEXT QUESTIONS 7.6

Q. 1. Answer the following questions.

1. State any three points you will consider for appointing a teacher/caregiver in your ECCE centre?

Q. 2. Fill in the blanks with the appropriate word(s).

- a) The is the person responsible for conducting activities and programmes in a classroom setting.
- b) maintains ECCE centre premises neat and clean.
- c) An ECCE teacher/worker needs a lot of and to deal with children.
- d) For the effective management of and regular supervision and monitoring is required.

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Q. 3. Answer the following questions.

- a) Why is the professional development of ECCE staff needed?

7.8 FUND MOBILIZATION AND UTILIZATION OF COMMUNITY RESOURCES

Finances and resources, both human and materials must be made available to the Early Childhood Care and Education Centre. To enhance funding, community resources need to be mobilized.

After you have determined the feasibility of opening a centre in a given location, you may need to think about how to procure finance for the construction or renovation of your ECCE centre in case the ECCE centre has its own building or to get the finance for the rent in case of an ECCE centre running in a rented accommodation, how to procure learning materials and equipment etc. In this section we will discuss the various sources of generation/procuring finance for the ECCE centre, management of resources, utilization of funds and the importance of accounting and auditing.

Many of you may have the assumption that you can apply for grants from the government. This assumption is partially correct, because two ministries, the Ministry of Women and Child Development and Ministry of Education of Government of India provide annual partial financial support to ECCE centres run by voluntary agencies. But the problem with government grants is that it is not sufficient. There is usually a large financial gap that has to be met and this is where the main challenge generally occurs with fund raising activities for the centre. Some of the common ways for fund mobilization for an ECCE centre are:

7.8.1 Grant-in-aid from the government

Besides the annual grant given by the government (Centre, State) for the ECCE centre, mini grants may be requested by the ECCE centre. For example to build or update playground equipment or to develop learning materials. These mini-grants are useful, but will not be the answer to all your financial needs. They are not intended to be a regular part of your financial planning and should not be treated as such.

7.8.2 Donations

The ECCE teacher/caregiver can ask parents for donations as per their affordability. In an ECCE centre located in urban areas a fixed amount of fee may be charged for providing services to their children. Besides this, additional donations may be collected from well-to-do families.



7.8.3 Organize materials and stationery donation camp

Many people may like to donate the resources other than money so they can donate old toys, clothes, vehicles, used containers or any other objects which could be used by children of the centre. They may also donate small learning material items like puzzles, crayons, blocks, children's books, activity books etc. So, the teacher can organize these types of camps and invite parents and community members.

7.8.4 Volunteerism

Not only through collection of materials, finance and donation, skilled parents or community people can also help by providing their voluntary services for the ECCE centre. They may be a substitute teacher in the classes or they can contribute in a variety of ways such as preparing learning materials, soft toys, decoration items etc. for children.

7.8.5 Organising fair/Functions

ECCE teachers may organize fair or cultural activities or functions at the centre. In the function the drawings, art and craft materials made by children or parents can be displayed for sale.

7.8.6 Renting out the space

The ECCE centre generally works for 4 to 5 hours a day. Thus, in the evening or on holidays its premises may be used for other purposes like running coaching classes, dance class or art and craft classes etc. or to organize any cultural activities and a rent may be asked for. If there is enough outdoor space available, it can be used for growing flowers, fruits and vegetables, which can be sold to generate funds.

7.8.7 Management and Utilization of Fund

Financial management at ECCE centre deals not only with procurement and allocation of funds, but it also includes monitoring of their use. For effective and efficient utilization of funds, a financial plan is required. To make a financial plan for the centre, preparing a budget is the first step. The budget helps in forecasting the expenditures and estimating the revenues (where will the money come from to meet your targeted expenditure). After doing this you will get an idea of the financing gaps (difference in income and expenditure). Accordingly you may adjust your income and expenditure figures. Either you may set priorities to cut your expenditures or identify additional sources of funds. Budgeting also provides scope for financial adjustments in case of change of priorities or emergencies. Based on your budget you may establish a plan of action over a

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ments in two columns
statements in Column
Column B.

specific period of time. All financial transactions need to be noted/recorded promptly and accurately. Monthly review of expenses and income should be conducted. If possible external auditing of the centre's financial records should be done annually.



INTEXT QUESTIONS 7.7

Q. 1. Answer the following questions.

- a) Enlist various financial resources for the ECCE centre.

Q. 2. Following question contains statements in two columns that must be matched. Match the statements in Column A with their correct counterparts in Column B.

- b) Match the following: (Given in Column A and Column B)

Column-A

- 1) Grant-in-aids
- 2) Donations
- 3) Voluntarism
- 4) Fair and functions
- 5) Material donation

Column-B

- a) skilled person can participate in the activities
- b) Display of articles made by children
- c) People can donate toys, clothes, stationeries
- d) Ministry of Women and Child Development
- e) Contribution of fund

ASSIGNMENT 7.2

Prepare a blueprint for setting up an Early Childhood Care and Education Centre. (Plan for selection of location, infrastructure, equipment and teaching learning materials, recruitment of teachers and staff, teacher-child ratio etc.)



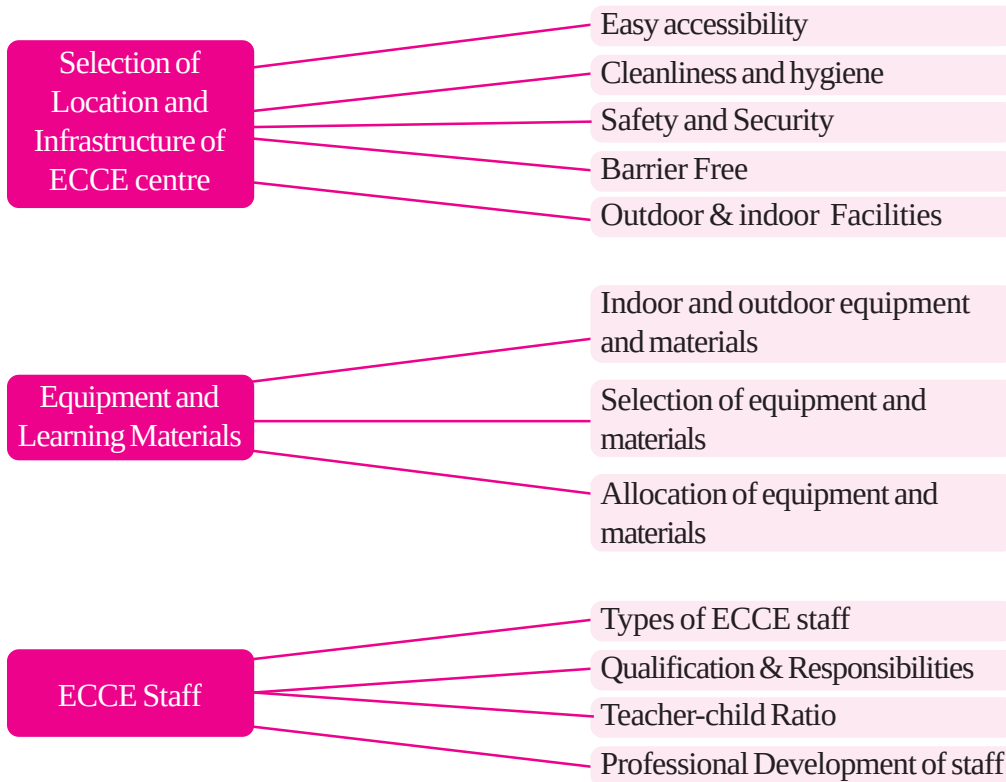
WHAT YOU HAVE LEARNT

In this lesson, you have learnt that:

We discussed the existing models for ECCE centres in the country. In addition, selection of location for the centre, its infrastructure facilities, importance of equipment and learning materials, recruitment of ECCE teachers and other staff and mobilisation and utilization of financial resources as per the National Education Policy, 2020, recommendations have also been discussed.

A diagrammatic presentation of the various aspects to be considered for setting up an ECCE centre

Setting Up an ECCE /ECE Centre



Finances and Resources Fund raising by mobilizing and utilization of community resources



TERMINAL EXERCISE

- 1) Explain the recommended models for ECCE in the National Education Policy, 2020.
- 2) Explain the points to be considered while selecting the location for the ECCE centre.
- 3) Describe some of the ways to maintain and utilize the indoor space to support a child's learning and development.
- 4) What are the outdoor facilities you can provide to children at your ECCE centre and how will you maintain them and use them efficiently?
- 5) Describe the factors affecting the selection of materials and equipment for the ECCE centre.
- 6) Write a list of materials and equipment that could be put in a creativity area, dramatic play area, music and movement area. How could you place these materials so that the children can easily see what is available and access the material.

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ECCE Organisation and Management



Notes



- 7) Describe the educational qualification and personality characteristics required while selecting staff for ECCE centre.
- 8) Discuss different ways of fund and resource mobilization for early childhood centres.



ANSWER TO INTEXT QUESTIONS

7.1

1. 1. 0.5 to 3 km
2. skin diseases and worm infections
3. non-slippery
2. Two ways to ensure safety and security are: a) The building must be surrounded by a boundary wall or a fence to mark the safe area. B). There should be round corners of walls, stable shelves.

7.2

1. True
2. False
3. True
4. True

7.3

1. In case of inadequate space in the classrooms, a separate activity room can be created with interest areas.
2. 1 c
2 a
3 d
4 b

7.4

1. Three criterias for selecting equipment and materials for young children are age and developmentally appropriate, safe and should have variety
2. List of locally available materials: old tyres, plant twigs, containers, old clothes etc.
3. Indoor materials - fit-in puzzles, dolls, collage materials, xylophones, radio



and blocks.

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

7.5

1. For optimal, hands-on learning to take place, equipment and materials must be arranged on low, labelled, open shelves near the area in which they are to be used so that children have direct access to them. This visibility and accessibility ensures that children see their choices and can easily reach them.
2. Charts should be hanged at the eye level of child so that children can see them because it helps in reinforcing the information that children are learning or have already learned.

7.6

1. Three points that will be considered for appointing a teacher/caregiver in the centre are:
 - a). The person should fulfil the required norms for Educational qualification
 - b). Should be able to create a safe and conducive learning environment based on a deep understanding of children's needs and development.
 - c). Must have some personality characteristics such as patience, enthusiasm, creativity, and nurturing
2.
 1. ECCE teacher/caregiver
 2. ECCE helper
 3. Energy and attention
 4. Staff and resources
3. Professional development is important to Early Childhood Educator because it allows them to share, network, and most importantly, remain update in their field. Professional development is a career-long process. It's a way for educators to stay update on the latest trends in education and discipline.

7.7

1. Different financial resources for an ECCE centre are: grant-in-aids, fund donations, voluntary participation of parents or community people, renting out the outdoor space, organizing fairs or functions at the centre and organizing material donation camps.
2.
 - 1) d)
 - 2) e)
 - 3) a)
 - 4) b)
 - 5) c)



Notes



KEY LEARNING OUTCOMES

After reading this lesson, the learner will be able to:

- to acquire skills to chalk out and execute business plans for running and managing an ECCE centre.
- to acquire such professional skills required to become an Early Childhood Entrepreneur.
- compare and select the equipment and materials for ECCE centre on the basis of their availability, safety and their use in multiple ways.
- develop the skills of using the space in an innovative manner to make it child friendly.
- develop the skills of selecting and managing human resources for ECCE center.



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MODULE II:- ECCE Organization and Management

Lesson	Content Outline	Learning Outcomes
1. Elements of Effective ECCE Programme	● Perspectives towards quality in ECCE ● Elements of an effective ECCE Programme ● Prevention of Common behavioral problems ● Catering to Individual Differences ● Diversity of context as learning fostering. ● Holistic development of all children	● Explain the perspectives towards quality in ECCE ● Discuss the elements of an effective ECCE Programme ● Design an effective ECCE Programme
2. Staff in an ECCE Centre	● Staff Management: Types of ECCE personnel (headmistress, helpers), ● Enumerate the roles and responsibilities of ECCE staff members ● Discuss the process of qualities of ECCE staff and its selection ● Explain the staff/teacher-pupil ratio at an ECCE Centre ● Allocate work among the staff in an ECCE Centre	● Staff Management: Types of ECCE personnel (headmistress, helpers), ● Enumerate the roles and responsibilities of ECCE staff members ● Discuss the process of qualities of ECCE staff and its selection ● Explain the staff/teacher-pupil ratio at an ECCE Centre ● Allocate work among the staff in an ECCE Centre
3. Qualities & Role of an ECCE teacher	● Role and responsibilities of teachers ● Role of ECCE teacher in child centered education as facilitator ● Role of ECCE teacher in making learning joyful ● Role of ECCE teacher in development of children	● Describe the Role and responsibilities of teachers ● Explain the need for imbibing specific qualities to prepare an inclusive teacher ● Enumerate strategies of capacity development of teachers

	● Role of ECCE teacher in assessment: Communicating and reporting children's progress ● Qualities of an ECCE Teacher ● Capacity development of teachers	
4. Supervision and Monitoring in context of an ECCE Centre	● Meaning of term Administration, Supervision and Monitoring ● Types of records to be maintained at ECCE centre: Student's record, Staff record, Stock record, Financial record and Process of management ● Need and importance of maintaining records ● Reporting and recording Financial resources ● Utilization of fund ● Accounting and Auditing ● Mechanism of monitoring and supervision of staff	● Describe the meaning of term Administration, Supervision and Financing ● Describe different types of records maintained at ECCE centre ● Elucidate the need and purpose of maintaining records. ● Enlist recording and reporting of financial resources ● Explain importance of accounting and auditing ● Formulate mechanism of monitoring and supervision of staff.
5. Physical Facilities and Learning Material	● Outdoor and indoor equipment and learning materials at ECCE centre ● Selecting of equipment and materials for the ECCE centre ● Utilization and maintenance of equipment and materials ● staff management at ECCE centre	● Enlist the types of outdoor and indoor equipment and learning materials which can be used at ECCE centre ● Explain the points to be considered while selecting equipment and materials for the centre ● Describe the ways of proper utilization and maintenance of equipment and materials ● Explain the process of staff management at ECCE centre

6. Mobilising Community Support	● Need and importance of community awareness ● Method of community mobilization: Home visits, organizing participation of community people at ECCE centre, organizing orientation programs. ● Role of parents and community in functioning of an ECCE centre ● Ways of effective involvement of parents and community in functioning of an ECCE centre ● Mobilizing resources for Community from ECCE Centre	● Select areas of community support to ECCE centre ● Discuss the methods of eliciting community response ● Localise context and recognition for community participation with ECCE centres
7. Setting up an ECCE/ECE Centre	● Identification of location: ● Accessibility, safety, hygiene Infrastructure/Physical facilities : outdoor facilities (size, , playground, disabled friendly etc.), indoor facilities (classroom size, storage space, floor covering, ventilation, light etc.), water & toilet facility. ● Maintenance and utilization of indoor and outdoor facilities ● Type of equipments used in the ECCE centre - Indoor equipment & Outdoor equipment ● Selection of equipments and learning materials ● Arrangement of equipments ● Maintenance and utilization of equipments and learning materials	● Identify the consideration for selecting a proper location for ECCE centre ● Select the physical facilities to be considered while setting up an ECCE centre. ● State the effective and efficient ways of maintaining and utilizing the indoor and outdoor space. ● Enlist the types of outdoor and indoor equipment and learning materials which can be used at ECCE centre ● Explain the points to be considered while selecting equipment and materials for the centre ● Describe the ways of proper utilization and maintenance of equipment and materials

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| | <ul style="list-style-type: none">● Staff Management: Types of ECCE personnel (headmistress, helpers), adequacy of staff/ teacher-pupil ratio, and distribution of work, monitoring and supervision of staff. | <ul style="list-style-type: none">● Explain the process of staff management at ECCE centre |
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Sample Question Paper
ECCE Organization and Management
(Code-440)

Time : 2 Hours

Maximum Marks : 30

Note :

1. All Questions are Compulsory
2. Question nos. 1 is a Long Answer type Question carrying 6 marks
3. Questions nos. 2 to 5 are Short Answer type Question carrying 3 marks each
4. Questions nos. 6 to 7 are Very Short Answer Question carrying 2 marks each
5. Questions nos. 8 to 15 are True or False Question carrying 1 mark each

Q. No.	Long Answer Question	
Q. 1	You are the incharge of an ECCE Centre. What qualitative qualities will you keep in mind while appointing ECCE Teacher in your centre?	6
Q. No.	Short Answer Question	
Q. 2	You are the head of an ECCE centre. Why do you need to supervise your centre on regular basis? Write any three points.	3
Q. 3	How will you organise the indoor space of your ECCE centre in an appealing manner?	3
Q. 4	Mention any three points to highlight the importance of Parent Teacher Association in any ECCE Centre?	3
Q. 5	How will you make your ECCE Centre disabled friendly?	3
Q. No	Very Short Answer	
Q. 6	What are the key components of an ECCE programme?	2
Q. 7	You are an ECCE teacher, You want to write a letter to the parents for seeking their cooperation write a sample letter in this context.	2

Q. No	True or false	
Q. 8	The purchasing of various equipments, furniture, play materials, stationary are entered in stock register.	1
Q. 9	Location is a very important factor in parent's choice of the ECCE Centre.	1
Q. 10	Community Mobilization is the process of engaging community people to identify their priorities, recourses needs etc.	1
Q. 11	A minimum indoor space of 5x7= sq m should be available for a group of 25 children in an ECCE Centre.	1
Q. 12	The sustainable development Goal 21 targets that by 2030 all girls and boys have access to quality ECCE.	1
Q. 13	It is always appreciated that an ECCE teacher should be from the local community who is aware of local values.	1
Q. 14	The term ECCE comprises of three key terms – “Early Childhood” , “care “and “Education”	1
Q. 15	A child with visual challenge must be given multi sensorial experiences in ECCE setting.	1