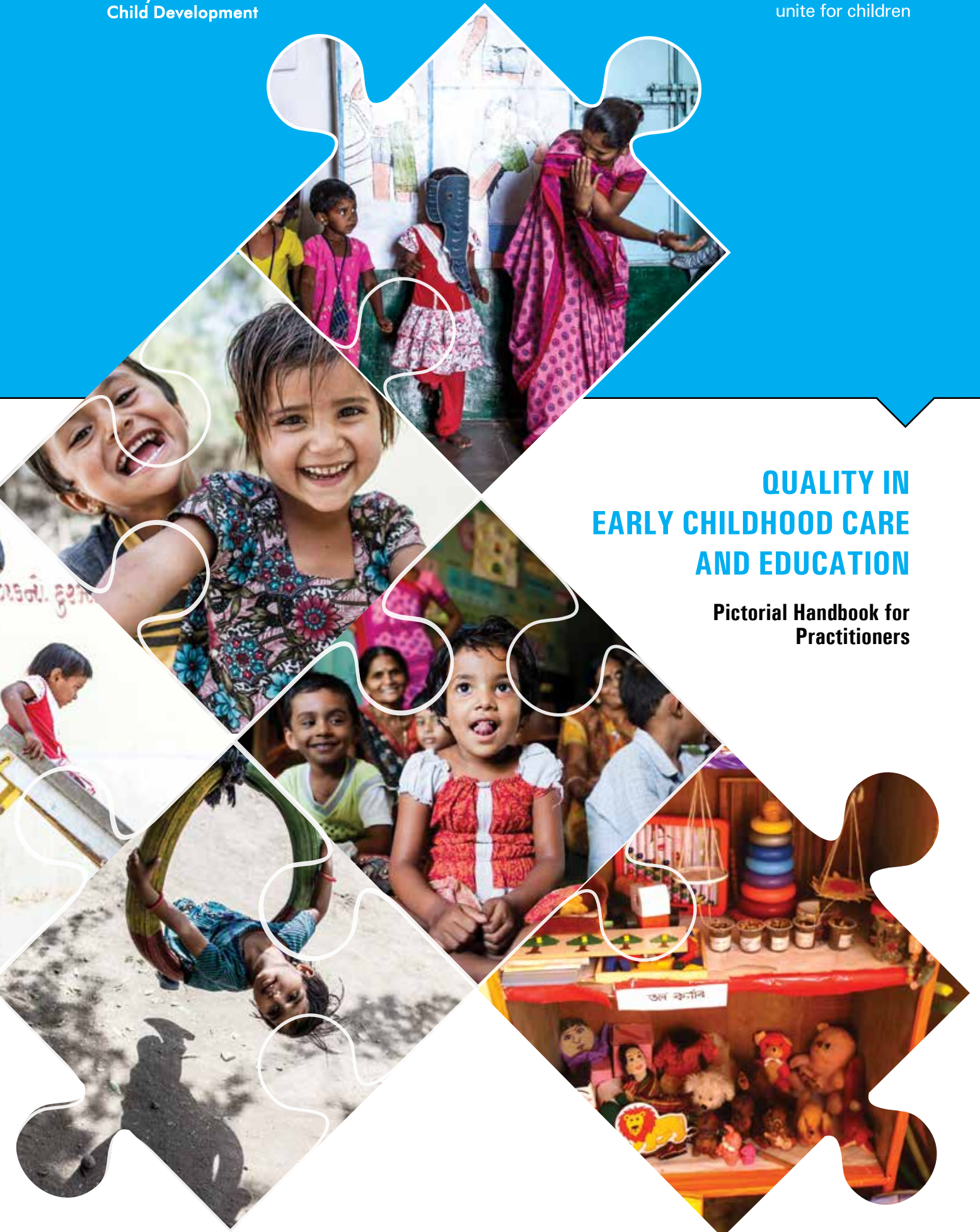




Ministry of Women and
Child Development

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QUALITY IN EARLY CHILDHOOD CARE AND EDUCATION

Pictorial Handbook for
Practitioners

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EARLY CHILDHOOD CARE
AND EDUCATION**

**Pictorial Handbook
for Practitioners**



सत्यमेव जयते



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Foreword

Quality care, stimulation and learning are essential to the growth and development of young children. With increasing number of children attending ECCE centres/Pre-School Centres (across service providers/ sectors) it calls for ensuring that the provisions of the ECCE programmes and services whether by Government or private meets the required standards and measures.

The Ministry of Women and Child Development, Government of India has brought out the National ECCE Policy. In a move towards improving the standards of infrastructure and services, quality of care, stimulation and learning the Ministry has formulated a Quality Standards Framework for ECCE. The framework identifies the key principles, indicators and exemplary good practices required for assuring quality in Early Childhood Care and Education (ECCE) services.

Pictorial Handbook on Quality in ECCE- elaborates on the concept of quality, as envisaged in the Policy. It illustrates, through pictures, different aspects of quality, provides glimpses on good practices of different dimensions of quality and attempts to create a common understanding of quality amongst people at all levels, from national-level functionaries to Anganwadi Workers/ECCE teachers/caregivers. It is a practitioners' tool to be used by ECCE teachers/caregivers at the ECCE centres.

With these objectives, different dimensions of quality, as laid out in the National Quality Standards for ECCE, have been explained in both English and Hindi. These are depicted through pictures of good practices in the field and are illustrative than exhaustive. While some of the aspects mentioned may exist in the ECCE programmes, many of the statements (and photos) are aspirational. They depict aspects of quality that all ECCE programmes should aspire for. Achieving quality in any programme is a process of progressive realization and at no point in time can it be said that quality has been achieved in its totality. Also, there is no one way of achieving some of the quality aspects. There is a clear recognition that there can be multiple ways of reaching the same goal, depending on the local context, but with greater sense of participation and ownership.



It is said that 'a picture is worth a thousand words'. However, it was quite a challenging task to select the right kind of pictures for this document. Considering the diversity of our country in terms of its geographical locations, demography, nature of ECCE programmes and services, it has not been possible to represent the entire gamut in this handbook. It is an attempt to represent some acceptable examples of practices that demonstrate different dimensions of quality.

We hope that Pictorial Handbook on Quality in ECCE would prove useful to ECCE teachers/ caregivers, their supervisors, Program Managers, mentors as well as trainers in bringing about a high standard of quality in early childhood programme across the country.

I take this opportunity to dedicate this handbook to the cause of holistic child development and call upon all functionaries to dedicate themselves to the task of attaining excellence in delivery of services. I hope this handbook would serve a small step in such direction and would be widely used and disseminated.

I would like to acknowledge UNICEF and the support from NIPCCD, National Core Group on ECCE and multiple stakeholders in preparation of this Pictorial Handbook on Quality in ECCE.

Dr. Shreeranjana



Introduction

Research from around the world highlights the importance of early childhood care and education, and suggests that high-quality early childhood care and education has the highest long-term returns in terms of improved human development. How well children do in school, depends on how well they start.

The Twelfth Five Year Plan of the Government of India also places a high priority on universalizing pre-school education and improving school preparedness— especially for historically and economically disadvantaged children. Accordingly, the Government of India has brought out the National Early Childhood Care and Education (ECCE) Policy framework, comprising of the National ECCE Policy, National Curriculum Framework for ECCE and Quality Standards for ECCE.

Quality, in general, and particularly in ECCE, needs to be unpacked. While the National ECCE Policy framework documents are very useful for guidance at the national level, they can be supplemented by a more concrete description of what quality means for practitioners in the field of ECCE. Therefore, Ministry of Women and Child Development, in collaboration with UNICEF, has put together this Pictorial Handbook for Practitioners to describe the different dimensions of quality in detail. The key features of this publication are:

- Bridges the gap between the thinking at the policy-level and practitioners who require concrete inputs to implement programmes on the ground.
- Illustrates different aspects of quality, through pictures of real examples from the field.
- Ensures that both English and Hindi-speaking users can utilize the book, in order to reach common understanding of quality amongst people at all levels, from national-level functionaries to ECCE teachers/ caregivers.
- Draws upon the research being done in the country on quality elements of ECCE, such as the ongoing longitudinal study by Centre for Early Childhood Education and Development (CECED), Ambedkar University and ASER/ Pratham.

The idea behind this document is to widely disseminate it, amongst policy makers, civil society organisations, pre-school teacher training institutes, teachers as well as parents. This document can be used to provide training to teachers/ Anganwadi Workers on the quality elements.

While this document is primarily aimed at the ECCE centers, to enable smooth transition to primary schools, it is important to maintain close linkages between the ECCE center and the primary school. Evidence demonstrates that lack of school readiness significantly contributes to the high dropout in the early grades of primary schooling.

This document will serve as a useful tool to help create ECCE centers where teachers and caregivers are able to deliver quality ECCE and children are able to realize their full potential.



Urmila Sarkar
Chief- Education
UNICEF India



Note from Core Group

The National ECCE Policy is applicable to all children below 6 years of age. It recognizes that ECCE encompasses the inseparable elements of care, health, nutrition, play and early learning, within a protective and enabling environment. The purpose of this document is to enable all stakeholders to operationally understand and interpret the specified quality standards for the benefit of the ECCE programmes they are associated with.

The process of developing this document began with an initial agreement between MWCD and UNICEF on the concept of the document, which is to illustrate the different aspects of quality through pictures of real examples from the field. Accordingly, a core group was constituted comprising of representatives from MWCD and NIPCCD, Education Specialists from UNICEF, ECE experts from a University (CECED, Ambedkar University, Delhi) and from an organization working in the field of ECE (CARE India).

The core group started by deliberating on the overall structure of the document and formulating the key statements for which it met every few months to finalize these.

The discussion on the overall structure was guided by the consideration that as it is meant for the frontline users (Anganwadi workers, preschool teachers, supervisors, etc.) it should be user friendly. It was decided that while the National document adopts a conceptual tone, this document, should be organized in ways to make it easily understood and usable.

It was thus organized thematically with chapters on ECCE centers, teachers/ caregivers, children and parents/ community. Each chapter was mapped with the National Quality Standards and a key provided as an Annexure for reference.

Intensive deliberations and reflections led to the formulation of the key statements for this document, with each statement written from the perspective of the user, people who run and manage the center, hence the reference to 'our ECCE center...' Effort has been made to ensure that the language is simple and easily understood by personnel at all levels. The technical phrase (School Readiness) which has been used is explained separately.

The challenge of collecting photographs from the field depicting the Quality statements in practice was also initiated simultaneously along with translation of the statements in Hindi. It was ensured that the original meaning of the statements is retained in the translation as closely as possible.

Overall, it was through a rigorous process of consultations over a year and a half that this document was finalized. During this time, the concept of the document was also presented at National Conference on ECCE ('Early Learning: Status and Way Forward') in 2013, hosted by CARE and CECED. Valuable inputs provided by international participants as well as the national and state level experts in the field have been incorporated.

A range of significant documents, research and field based programmes (such as the Longitudinal Study on ECE by CECED and ASER/ Pratham, pilots on ECE curriculum, documents developed in Myanmar and Singapore) were referred to for key insights.

The contents of this document are not meant to be prescriptive. The document seeks to provide an overall understanding of quality in ECCE, which needs to be further developed and contextualized at the level of each ECCE center. The idea is to move ahead from just the minimum norms/ indicators to continuously strive towards higher standards of excellence.

The National ECCE Policy framework is available on the website of Ministry of Women and Child Development at: <http://wcd.nic.in/icds/ecepse.aspx>



Acknowledgments

This document has been possible thanks to the efforts of many people at different levels, who have contributed to intensive deliberations on formulating the key dimensions of quality and the quality statements. The members of the core group for this document merit recognition, namely Professor Venita Kaul from CECED, Ambedkar University and Dr. Suman Sachdeva from CARE India for their invaluable suggestions and guidance in the working of the group, Natalia Mufel and Meenal Sarda, Education Specialists at UNICEF India, who anchored the process of developing this document, Amita Tandon and Tapaswini Sahu as Consultants to MWCD for facilitating the finalization of the document and Dr. D D Pandey from NIPCCD for his contribution and guidance.

Each chapter in the document begins with key insights on the theme covered. Many of these insights are emerging from the findings of the ongoing ECE longitudinal study being led by CECED, Ambedkar University and ASER/ Pratham.

The photographs used in the document have been taken from various ICDS projects across the country as well as courtesy of NGOs/ organizations such as Chinh, CECED, CARE and Vinyaas.



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ECCE Centre

ईसीसीई केंद्र

ECCE Centre

ईसीसीई केंद्र

The National ECCE Policy 'acknowledges multiple models of ECCE service delivery and would be applicable to all ECCE programmes that are offered by public, private and non-governmental service providers in all settings which could go by the nomenclature of AWs, crèches, play groups, play schools, pre-schools, nursery schools, kindergartens, preparatory schools, balwadis, home-based care etc.'



1.1 Physical Infrastructure

भौतिक सुविधाएं

Physical facilities are a necessary but not sufficient condition for ensuring quality of an ECE programme . It is essential to have adequate space and basic facilities in the ECCE centre, so they can allow for a flexible classroom arrangement and for planning different activities for the children. The quality of environment also influences the interaction between adults and children. However, mere presence of physical infrastructure does not ensure quality of the programme.





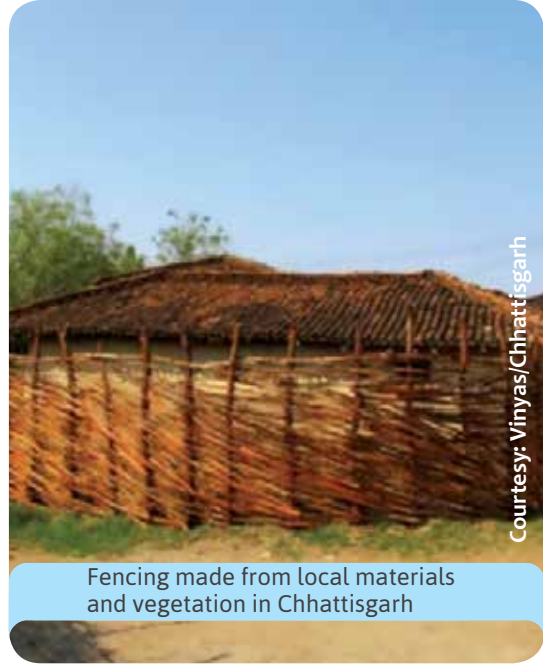
Courtesy: CECED

1.1.1 Our ECCE center has atleast 1 adult for every 20 children in 3-6 years age group and for every 10 children for under 3s.

हमारे ईसीसीई केंद्र में 3-6 वर्ष के प्रत्येक 20 बच्चों और 3 वर्ष से कम उम्र वाले प्रत्येक 10 बच्चों के लिए एक वयस्क/देखभालकर्ता है।



Courtesy: Vinyas/Chhattisgarh



Courtesy: Vinyas/Chhattisgarh

Fencing made from local materials and vegetation in Chhattisgarh

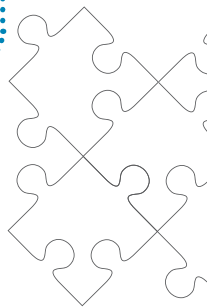
1.1.2: Our ECCE center is situated in a safe environment. It has a fence to mark the safe area for children, which could be made from vegetation or locally available materials.

हमारा ईसीसीई केंद्र एक सुरक्षित वातावरण में स्थित है। बच्चों की सुरक्षा के लिए इसमें चारदीवारी है जो वनस्पतियों या स्थानीय तौर पर उपलब्ध सामग्री से बनायी जा सकें ।



Courtesy: Vinyas/Chhattisgarh

Local materials used for marking boundary in Andaman.





Courtesy: Vinay/Chhattisgarh

1.1.3: Our ECCE center building is structurally safe for children. It has handrails for stairs; windows have grills, protective covers over electric sockets, safe roof etc.

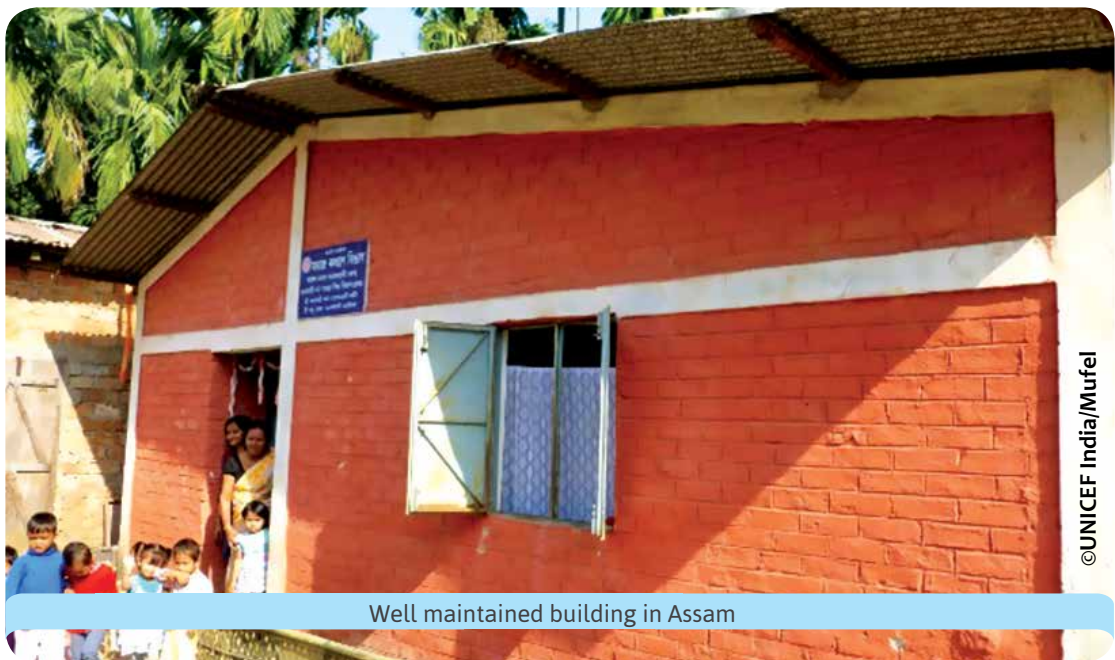
हमारे ईसीसीई केंद्र की इमारत संरचनात्मक रूप से बच्चों के लिए सुरक्षित है। इसकी सीढ़ियों पर चढ़ते समय पकड़ने के लिए रेलिंग लगी है, खिड़कियों में ग्रिल लगी है, बिजली की फिटिंग में करंट से बचाव के लिए कवर लगे हुए हैं और छत भी मजबूत है।



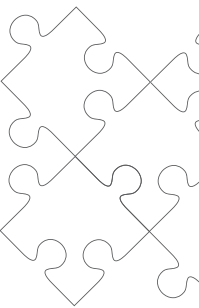
ICDS centre in Maharashtra

1.1.4: Our ECCE center building is maintained in a good condition. It also has preventive measures, in case of fires and other natural disasters (fire extinguishers, sand buckets etc.)

हमारे ईसीसीई केंद्र की इमारत अच्छी स्थिति में है। केंद्र में आग या प्राकृतिक आपदाओं से निपटने के लिए निरोधक साधन हैं (जैसे रेत भरी बाल्टियां, अग्नि शामक आदि)।



Well maintained building in Assam





Model ICDS center, Maharashtra

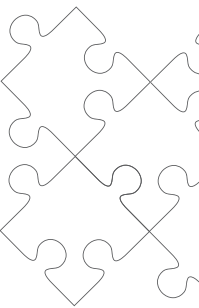
1.1.5: There are no hazards, such as uncovered drains/wells, around the ECCE center.

हमारे ईसीसीई केंद्र के आस-पास खुली नालियां या कुएं जैसी खतरे वाली चीजें नहीं हैं।



1.1.6: Our ECCE center has adequate space for children. (1 classroom measuring 35 square meters for a group of 30 children and availability of 30 square meters of outdoor space for a group of 30 children)

हमारे ईसीसीई केंद्र में बच्चों के लिए पर्याप्त जगह है। (एक कक्ष 35 वर्ग मीटर का जिसमें 30 बच्चे बैठ सकते हैं और 30 वर्ग मीटर की खुली जगह 30 बच्चों के समूह के खेलने के लिए)





1.1.7 Our ECCE center has adequate light and ventilation in the rooms.

हमारे ईसीसीई केंद्र के कमरों में पर्याप्त रोशनी और हवा उपलब्ध है।



Earthen pot in Maharashtra



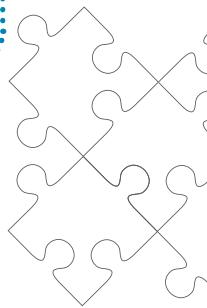
Child drinking water from tap in Chhattisgarh

1.1.8 Our ECCE center has clean and potable water for all children.

हमारे ईसीसीई केंद्र में बच्चों के लिए पीने लायक स्वच्छ पानी उपलब्ध है।



©UNICEF India/2012/Dhiraj Singh





Courtesy: Vinyas/Chhattisgarh



Courtesy: Vinyas/Chhattisgarh

1.1.9: Our ECCE center has water and soap for washing hands after using the toilet.

हमारे ईसीसीई केंद्र में हाथ धोने के लिए साबुन और पानी उपलब्ध रहता है।
(जैसे -शौचालय जाने के बाद)



©UNICEF India/2012/Vishwanathan



©UNICEF India/2012/Vishwanathan

Toilet made from grass and bamboo in Maharashtra

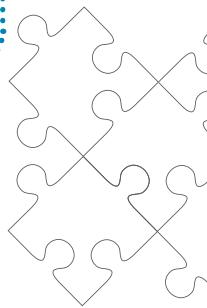
1.1.10: Our ECCE center has separate toilets for girls and boys, which are safe and hygienic.

हमारे ईसीसीई केंद्र में लड़कियों और लड़कों के लिए अलग-अलग शौचालय हैं, जो सुरक्षित और साफ सुथरे हैं।



©UNICEF India/2012/Picasa

Anganwadi toilet in UP





Hand made dustbin in Assam

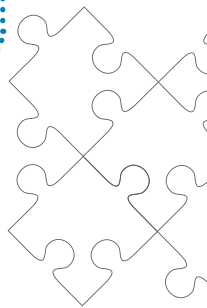
1.1.11: Our ECCE center has dustbins inside and outside of buildings.

हमारे ईसीसीई केंद्र की इमारत के अंदर और बाहर दोनों जगह कूड़ेदान हैं।



1.1.12: Our ECCE center has storage space and shelves to keep safe different materials such as books, food items etc.

हमारे ईसीसीई केंद्र में सामान, जैसे भोज्य पदार्थों, किताबों, को सुरक्षित रखने के लिए पर्याप्त जगह व अलमारी उपलब्ध है।

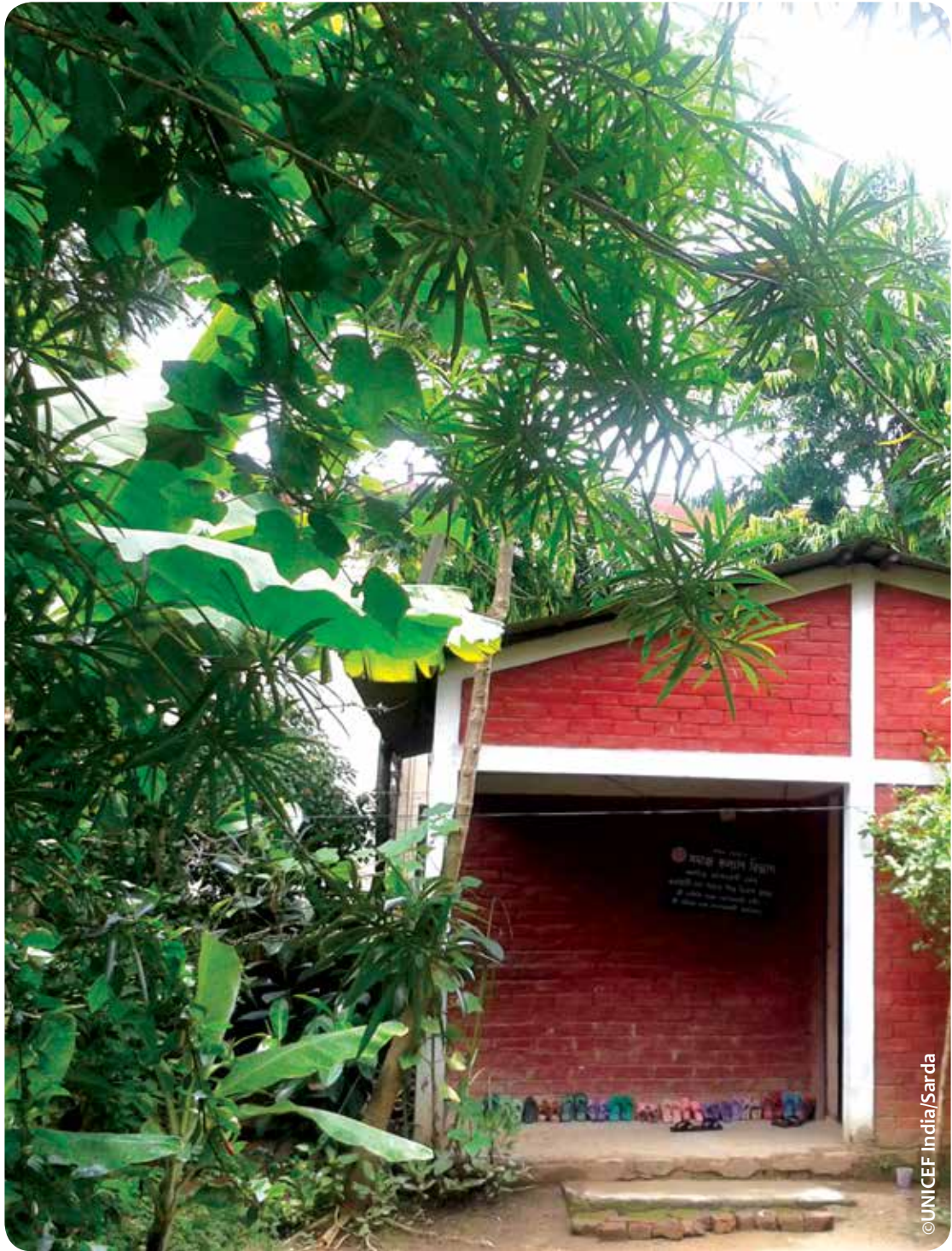




©UNICEF India/2012/Wishwanathan

1.1.13: Our ECCE center has a medicine kit for children, in case of an emergency.

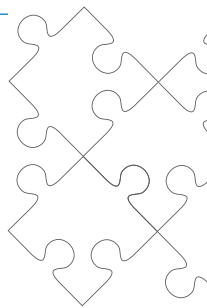
हमारे ईसीसीई केंद्र में आपातकाल स्थिति के लिए प्राथमिक चिकित्सा किट उपलब्ध है।



©UNICEF India/Sarda

1.1.14: Our ECCE center is clean, green and beautiful with trees and plants.

हमारा ईसीसीई केंद्र में पेड़-पौधों है, साथ ही वह साफ-सुथरा, हरा-भरा और खूबसूरत है।





©UNICEF India/2012/Vishwanathan

An Anganwadi worker works in a neat kitchen of an anganwadi center in Maharashtra.

1.1.15: Our ECCE center has separate space allocated for cooking nutritionally balanced meals and nap time for children.

हमारे ईसीसीई केंद्र में खाना बनाने के लिए साफ-सुथरी रसोई एवं बच्चों के विश्राम के लिए अलग एवं उचित जगह की व्यवस्था की गयी है।

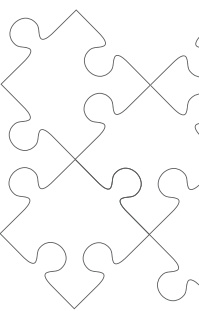


Courtesy: MWCD/ Shreeranjani



1.1.16: Our ECCE center is disabled-friendly, has ramps with rails and other facilities to ensure accessibility.

हमारा ईसीसीई केंद्र विकलांग बच्चों के लिए अनुकूल है, जिसमें उनके लिए रैंप, रेलिंग और अन्य सुविधाएं हैं।





Outdoor play area in an Anganwadi in Chhattisgarh

1.1.17: Our ECCE center has outdoor play area where children can run, jump etc.

हमारे ईसीसीई केंद्र में खेलने की खुली जगह है जहां बच्चे दौड़ना, कूदना इत्यादि कर सकते हैं।

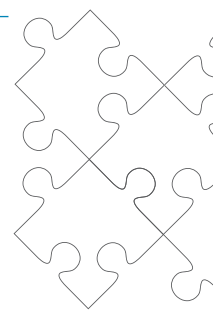


Courtesy: CECEd



1.1.18: Our ECCE center has fixed play equipments such swings and slides.

हमारे ईसीसीई केंद्र में फिसलपट्टी एवं झूले जैसी खेल की स्थायी सुविधाएं भी हैं।





Courtesy: CARE India



© UNICEF India/Sarda

1.1.19: Our ECCE center has adequate, safe, developmentally appropriate toys and learning materials.

हमारे ईसीसीई केंद्र में बच्चों के विकास के लिए उपयुक्त, पर्याप्त एवं सुरक्षित खिलौने तथा सीखने की सामग्री है।



Courtesy: CARE India



Courtesy: MWCD/Shreeranjjan



1.2 Organization and Management

संगठन और प्रबंधन

Classroom organisation and management is a strong requirement for a developmentally appropriate curriculum . It requires having a flexible class arrangement, which lends itself to different kinds of activities for children. It is also important to plan and follow weekly and daily schedules. It should be ensured that the classroom is organised in a manner that it can cater to multi age and multi-level situations.



© UNICEF India/2012/Singh

1.2.1 Our ECE programme is conducted for 4 hours daily with children. Yearly plans for ECE, along with monthly/ weekly/ daily schedules, are developed and followed.

बच्चों के साथ, ईसीई कार्यक्रम, रोजाना चार घंटे के लिए आयोजित किये जाते हैं। ईसीई के लिए मासिक/साप्ताहिक/दैनिक कार्यक्रम के साथ-साथ वार्षिक योजनाएं भी बनायी जाती हैं और उनका अनुकरण भी किया जाता है।



Courtesy: CARE India



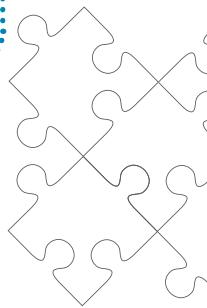
Courtesy: CECED

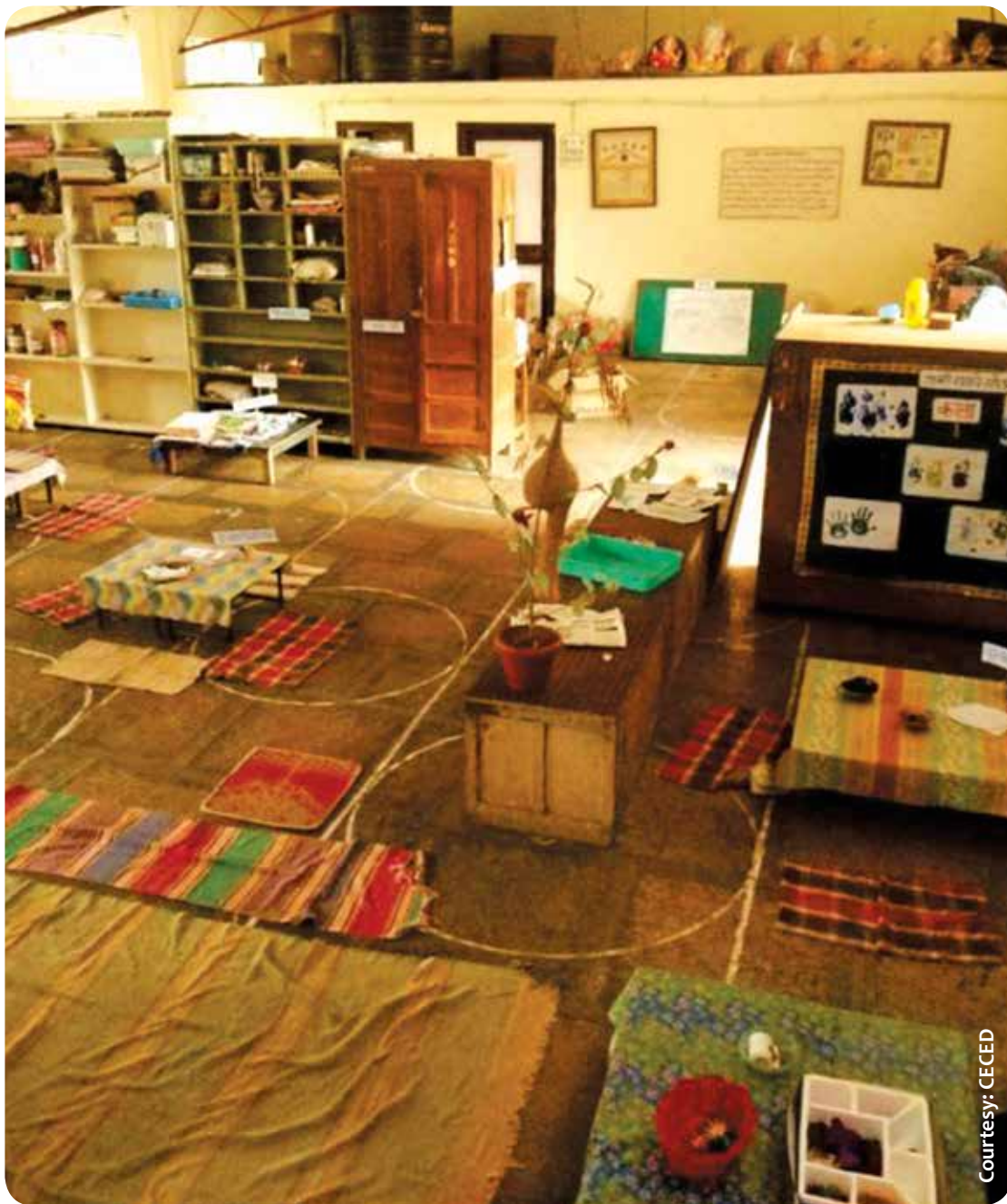
1.2.2 Our ECCE center has a balance of age-appropriate structured, guided activities and free play for children.

हमारे ईसीसीई केंद्र में बच्चों की आयु के अनुसार संरचित, निर्देशित गतिविधियां एवं खेल संतुलित रूप में आयोजित किए जाते हैं।



Courtesy: CARE India





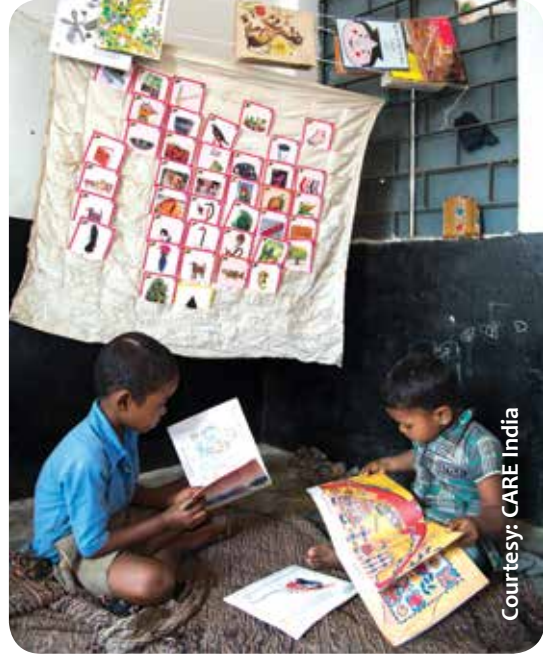
Courtesy: CECED

1.2.3: Our ECCE center has classroom arrangements that are flexible and can be adjusted to lesson plans and activities, such as large groups for singing, storytelling and smaller groups for activities like drawing, blocks and for individual play.

हमारे ईसीसीई केंद्र में कक्षाओं में बैठने की ऐसी लचीली व्यवस्था है , जिसमे गतिविधियों एवं पाठ योजना के अनुसार बदलाव किए जा सकते हैं, जैसे कि कहानी व कविता सुनाने के लिए बड़े समूह, चित्रकारी व ब्लाक खेल के लिए छोटे समूह और व्यक्तिगत कार्य के लिए।



Courtesy: CECED



Courtesy: CARE India

1.2.4: Our ECCE center has different 'corners', such as creative corner, book corner, game corner, so that the children can play according to their interests and choose their activity.

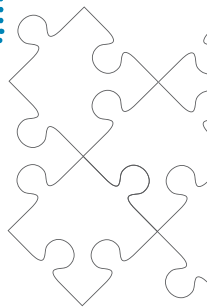
हमारे ईसीसीई केंद्र में कई तरह के 'कोन' बनाए गए हैं, जैसे कि किताबों का कोना, खेल का कोना, सृजनात्मकता काम का कोना ताकि बच्चे रुचि अनुसार खेल सकें और अपनी मनपसंद गतिविधि चुन सकें।



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Courtesy: MWCD/ Shreeranjian





1.3 Children Experiences and Learning Opportunities बच्चों के अनुभव एवं सीखने के अवसर

Children need to be provided learning opportunities through the availability and use of learning and play materials. An activity based approach, which provides children with experiences to explore and learn, fosters development of children in different developmental domains. Downward extension of primary curriculum transacted through rote learning and formal teaching learning is not developmentally appropriate for children of this age group.



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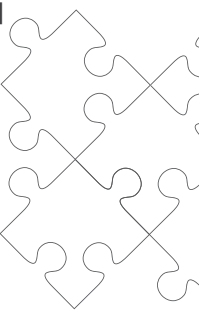
1.3.1 Our ECCE center encourages children to play, explore and discover.

हमारा ईसीसीई केंद्र बच्चों को खेलने, खोजने एवं जांचने के लिए प्रोत्साहित करता है।



1.3.2 Our ECCE programme believes that children should be actively engaged in the process of their learning.

हमारे ईसीसीई कार्यक्रम सीखने की प्रक्रिया में बच्चों की सक्रिय भागीदारी सुनिश्चित करता है।





Courtesy: MWCD Shreeranjani

1.3.3: The language of interaction is the mother tongue/ home language of children. Our ECCE center introduces children to the school language and English in oral form through songs, stories, and word games.

हमारे ईसीसीई केंद्र में बच्चों से बातचीत उनकी मातृभाषा या घरेलू भाषा में की जाती है। यहां बच्चों को औपचारिक भाषा और अंग्रेजी से मौखिक रूप में गीतों, कहानियों एवं शाब्दिक खेलों द्वारा परिचित करवाया जाता है।



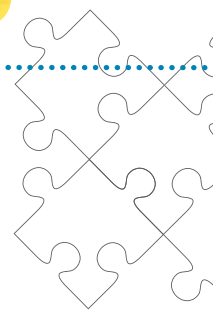
Courtesy: ICDS Meghalaya

1.3.4 Our ECCE center provides opportunities to children to use the available learning material for different activities and encourages the use of local materials for learning.

हमारा ईसीसीई केन्द्र बच्चों को विभिन्न गतिविधियों के लिए उपलब्ध शिक्षण सामग्री का उपयोग करने का अवसर प्रदान करता है और सीखने के लिए स्थानीय सामग्री इस्तेमाल करने के लिए प्रोत्साहित करता है।



Courtesy: ICDS Meghalaya

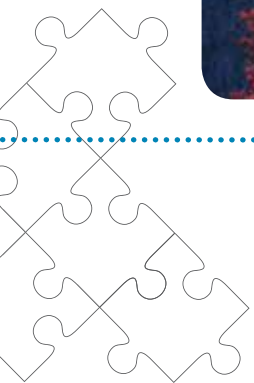




Courtesy: CARE India



Courtesy: CARE India





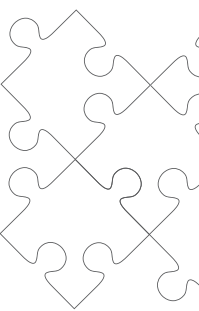
Courtesy: CECED

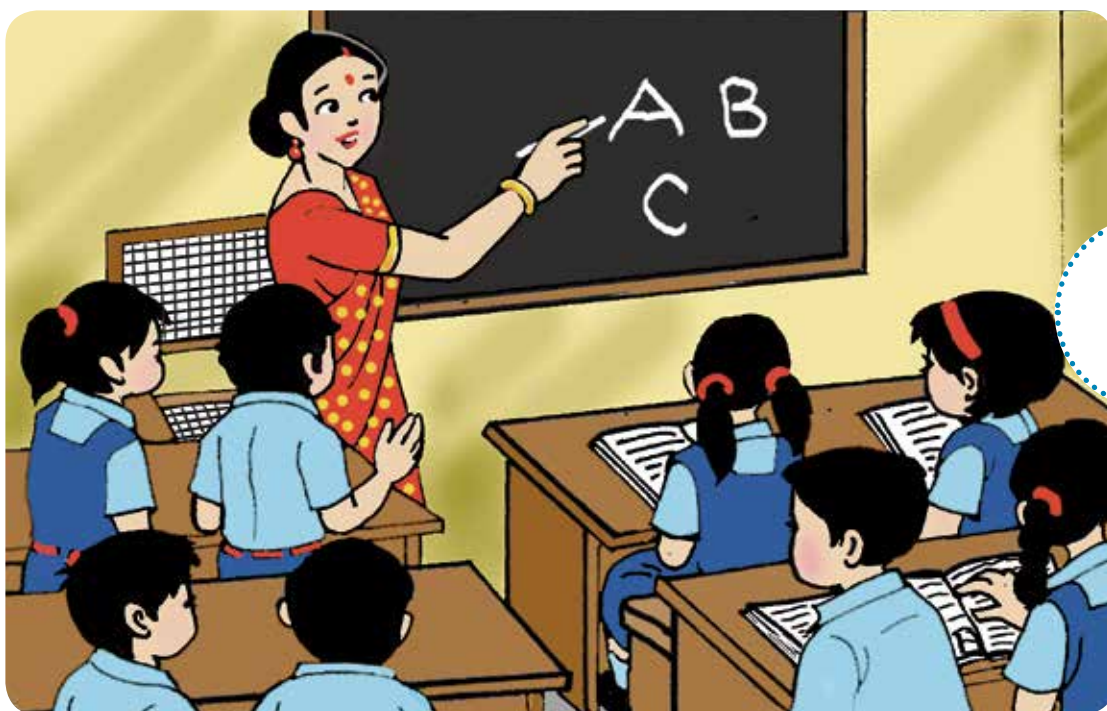


Courtesy: CARE India

1.3.5 Our ECCE center provides opportunities for children to solve problems (balancing a tower with blocks so it won't fall or negotiating with a friend when there is only one toy for two children), for reading stories, asking questions, talking with each other, making choices etc.

हमारे ईसीसीई केंद्र में बच्चों को कहानी पढ़ने, प्रश्न पूछने, विकल्प चुनने, एक दूसरे से बातचीत करने एवं समस्याओं पर काम करने एवं उन्हें सुलझाने के अवसर दिए जाते हैं (जैसे कि ब्लॉकों के बुरुज को गिरने न देना या किसी दोस्त के साथ मिलकर खेलना अगर खिलौना एक ही हो तो)।





1.3.6 Our ECCE center does not believe in formal teaching of 3Rs (reading, writing and arithmetic) or in rote learning of concepts.

हमारे ईसीसी केन्द्र में अवधारणाओं को रटने तथा लिखने पढ़ने व गणित सीखने के औपचारिक शिक्षण पर जोर नहीं दिया जाता।



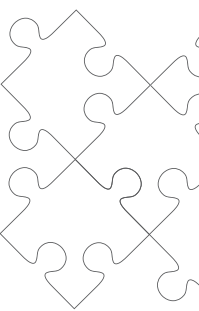
Courtesy: MWCD/ Shreeranjani



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1.3.7: Our ECCE center provides opportunities for activities that will help children develop concepts and skills required for learning to read, write and do arithmetic later. (See the box on School Readiness)

हमारे ईसीसीई केंद्र में बच्चों को उन गतिविधियों को करने के मौके दिए जाते हैं जो बच्चों को लिखने एवं पढ़ने के लिए जरूरी अवधारणा और हुनर विकसित करने तथा बाद में अंकगणित हल करने में मदद करती है। (स्कूल की तैयारी के बारे में जानने के लिए बक्से को देखें)



School Readiness

स्कूली तैयारी

School Readiness comprises of the following:
स्कूल की तैयारी में निम्नलिखित शामिल होती हैं:



Reading readiness: familiarity with print material, developing vocabulary, handling books

पठन तैयारी: छपी सामग्री की समझ, शब्दकोष विकास, पुस्तकें संभालना

Writing readiness: fine motor development, directionality, finding meaning in writing

लेखन तैयारी: लिखावट विकास, दिशा-निर्देशन, लेख में अर्थ खोजना

Number readiness: pre-number concept, categorization, classification, sequential thinking, seriation, problem solving, reasoning (shapes, colour)

संख्या तैयारी: संख्या-पूर्व विचारधारा, वर्गीकरण, श्रेणीयन, कमबद्ध चिन्तन, कम बनाना, समस्या समाधान, तर्क-वितर्क (बनावट, रंग)



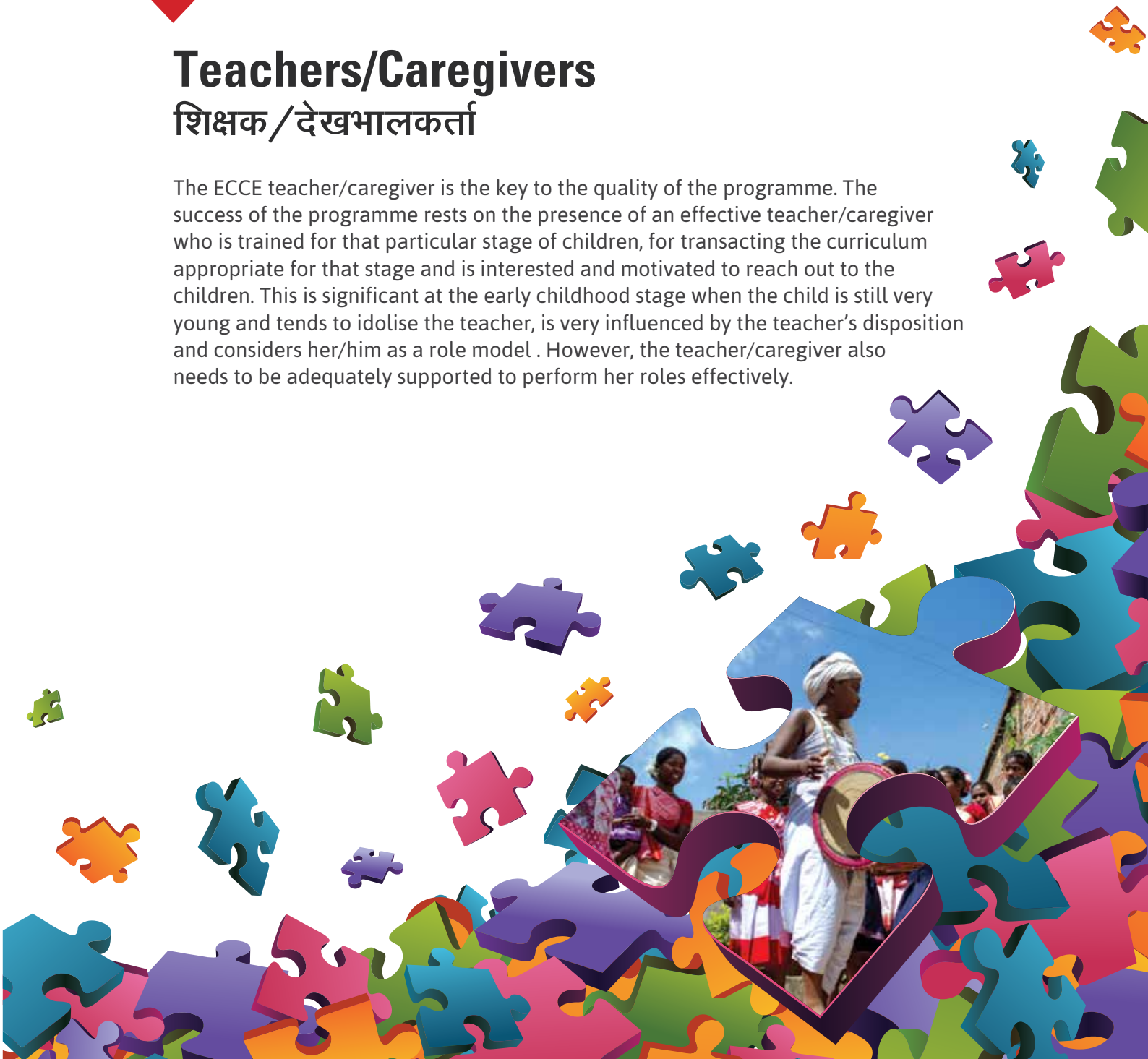
Teachers/Caregivers

शिक्षक / देखभालकर्ता

Teachers/Caregivers

शिक्षक / देखभालकर्ता

The ECCE teacher/caregiver is the key to the quality of the programme. The success of the programme rests on the presence of an effective teacher/caregiver who is trained for that particular stage of children, for transacting the curriculum appropriate for that stage and is interested and motivated to reach out to the children. This is significant at the early childhood stage when the child is still very young and tends to idolise the teacher, is very influenced by the teacher's disposition and considers her/him as a role model. However, the teacher/caregiver also needs to be adequately supported to perform her roles effectively.





2.1: Roles and Responsibilities

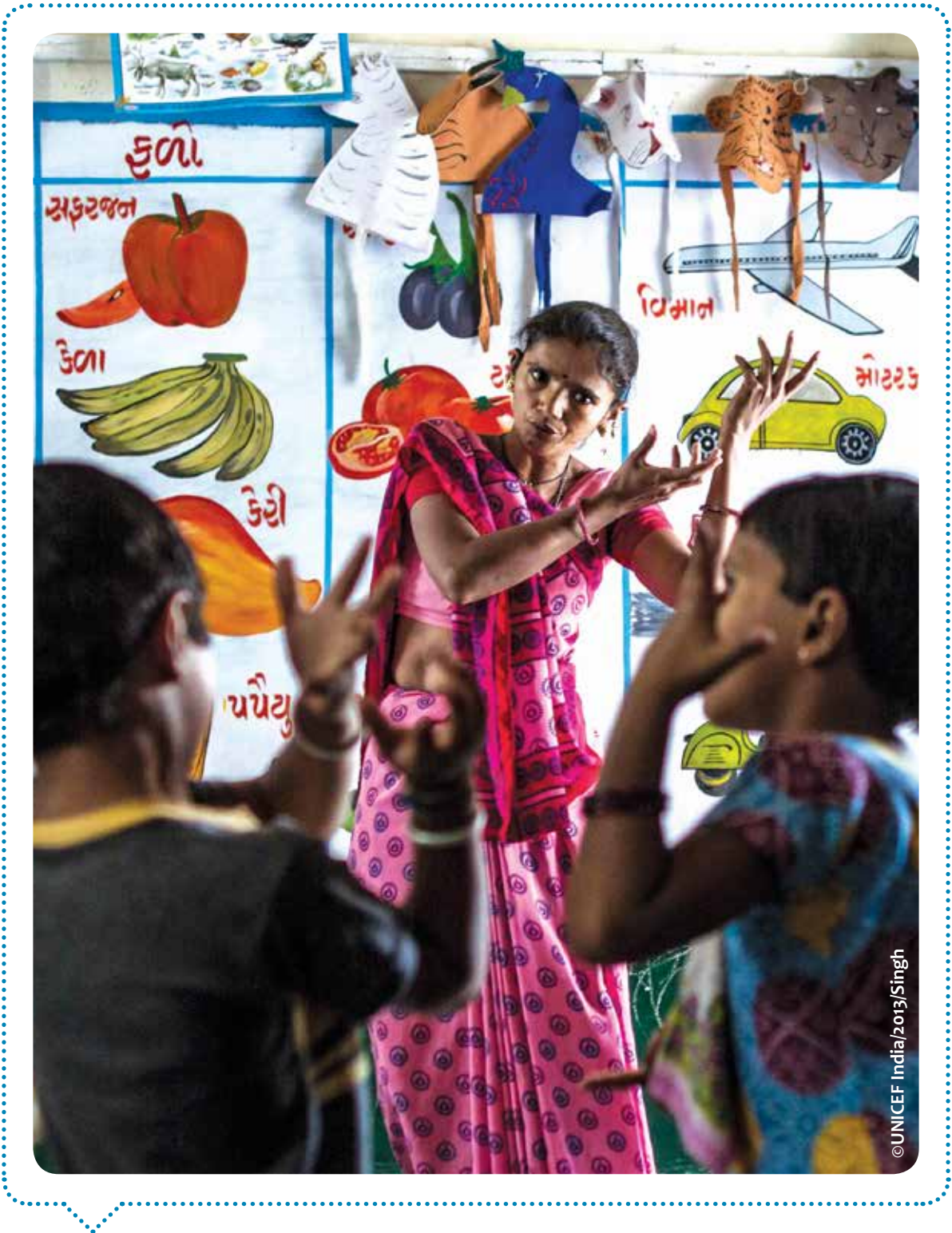
भूमिका एवं जिम्मेदारियां

The ECCE teacher/ caregiver has a wide range of roles and responsibilities in varied domains of health, nutrition, care and education. The disposition of the ECCE teacher/ caregiver in terms of her personality and attitude towards children, her sensitivity towards children's needs are critical in determining the quality of ECCE programme. The liberal, interactive teacher/ caregiver will not only allow but also encourage meaningful conversation and interaction in her class, will allow free expression of ideas and creativity, which in turn will promote children's thinking and reasoning skills.



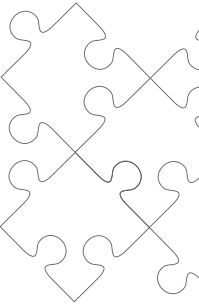
2.1.1 ECCE teachers/caregivers treat all children equally and with respect. Teachers/caregivers know every child in their classroom well and their key interests and needs.

ईसीसीई शिक्षक/देखभालकर्ता सभी बच्चों के साथ सम्मान एवं समानता का व्यवहार करते हैं। शिक्षक/देखभालकर्ता कक्षा के प्रत्येक बच्चे को भली भांति जानते हैं और उनकी रुचियां एवं जरूरतों से परिचित हैं।



2.1.2 Teachers/caregivers treat children with affection and care and enjoy being with the children.

शिक्षक/देखभालकर्ता सभी बच्चों के साथ स्नेह भरा व्यवहार करते हैं और बच्चों के साथ रहना पसंद करते हैं।





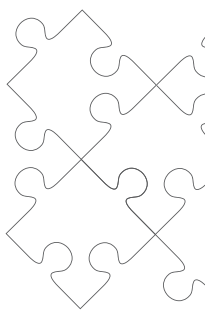
2.1.3 Teachers/caregivers appreciate the cultural/social and religious diversity of the children and promote tolerance and unity.

शिक्षक/देखभालकर्ता बच्चों की सामाजिक/सांस्कृतिक एवं धार्मिक विविधता की इज्जत करते हैं और एकता तथा सहिष्णुता को बढ़ावा देते हैं।



2.1.4 Teachers/caregivers are sensitive to the children's needs and are able to provide emotional support to children, when needed.

शिक्षक/देखभालकर्ता बच्चों की जरूरतों के प्रति संवेदनशील हैं और बच्चों को जरूरत पड़ने पर भावनात्मक सहयोग देते हैं।





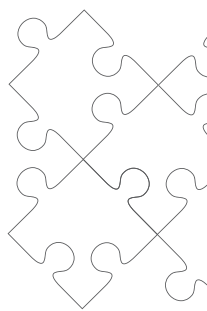
2.1.5 Teachers/caregivers organize activities that enable children with special needs to participate.

शिक्षक/देखभालकर्ता ऐसी गतिविधियां आयोजित करते हैं जिनमें विकलांग बच्चे भी भाग ले सकें।



2.1.6: Teachers/caregivers do not use physical punishment or verbal abuse to discipline children, but help children understand the consequences of their actions.

शिक्षक/देखभालकर्ता बच्चों को अनुशासित करने के लिए शारीरिक दंड एवं मौखिक अपशब्दों का इस्तेमाल नहीं करते बल्कि, बच्चों को उनके द्वारा किये गये व्यवहार के परिणाम समझने में मदद करते हैं।





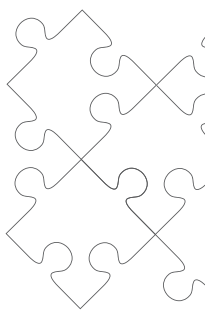
2.1.7: Teachers/caregivers facilitate learning and offers opportunities for learning and exploring.

शिक्षक/देखभालकर्ता सीखने को सुगम बनाते हैं और सीखने व खोजने के मौके देते हैं।



2.1.8 Teachers/caregivers display children's artwork and handicrafts on the walls at the eye level of children or on a table.

शिक्षक/देखभालकर्ता बच्चों के कला एवं शिल्प के काम को या तो टेबल पर प्रदर्शित करते हैं या दीवारों पर ऐसे लगाते हैं कि बच्चों को आसानी से दिखता रहे।

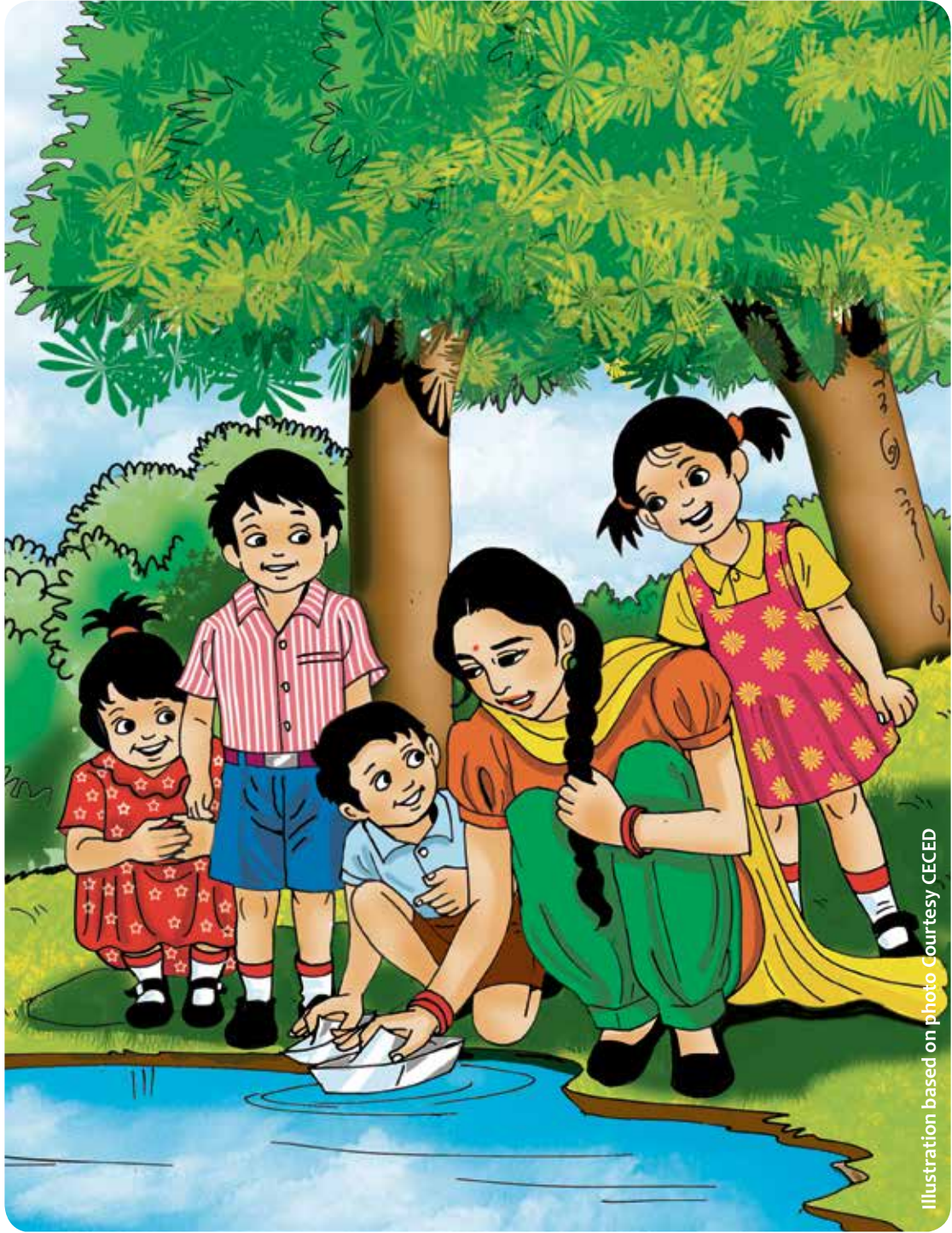




2.1.9 Teachers/caregivers and children wash hands using soap (before and after meals, when using the toilet), cover their mouth when they cough etc.

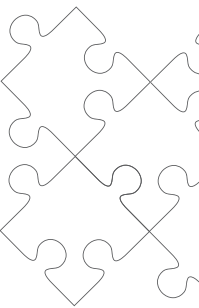
शिक्षक/देखभालकर्ता और बच्चे साबुन से हाथ धोते हैं (खाना खाने से पहले और बाद में, शौचालय के इस्तेमाल के बाद) और खांसते आदि समय मुंह ढंकते हैं।





2.1.10 Teachers/caregivers organize field visits and excursions for children, atleast 2 to 3 times a year.

शिक्षक/देखभालकर्ता बच्चों को साल में कम से कम दो या तीन भ्रमण/सैर पर ले जाते हैं।





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2.1.11 Teachers/caregivers plan together play activities for children, which promote their development.

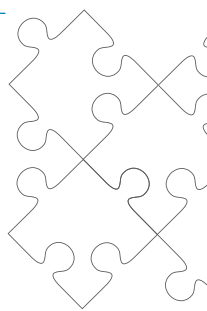
शिक्षक/देखभालकर्ता खेल की गतिविधियों की योजनाएँ मिलकर बनाते हैं, जिनसे बच्चों का विकास होता है।



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2.1.12 Teachers/caregivers are prepared to deal with emergencies and disasters.

शिक्षक/देखभालकर्ता आपातकाल एवं विपदा से बचाव के लिए तैयार हैं।





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2.1.13 Teachers/caregivers visit children's homes regularly to maintain good relationship with parents/ family members and to update them on activities at the center.

शिक्षक/देखभालकर्ता परिवार के सदस्यों के साथ अच्छे सम्बन्ध बनाने एवं केंद्र की गतिविधियों से परिचित करवाने के लिए नियमित रूप से बच्चों के घर जाते हैं।

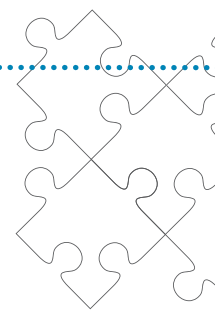


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2.1.14 Teachers/caregivers have regular meetings with parents, where they conduct parenting education sessions and take feedback from the parents.



Courtesy: CARE India





Courtesy: CARE India

2.1.14 शिक्षक/देखभालकर्ता माता-पिता के साथ नियमित रूप से बैठक करते हैं, उनको पालन पोषण के बारे में बताते हैं तथा उनकी राय लेते रहते हैं।



Courtesy: CARE India



2.2: Assessment

आंकलन

Assessments are important to understand if the ECCE programme is achieving its goal and how well the children are progressing. However, the philosophy and methods of conducting assessments at the early childhood stage are different from later stages. It relies on qualitative methods, such as observation, rather than conducting formal tests.

The programme and curriculum should be regularly evaluated to ensure that they meet the goals.



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2.2.1 Teachers/caregivers observe children and their interaction with their peers and keep a record of their language, social, emotional, cognitive and physical development. (Care has to be taken to ensure that the children are not aware that they are being assessed.)

शिक्षक/देखभालकर्ता बच्चों का एवं उनका साथियों के साथ व्यवहार का अवलोकन करते हैं और बच्चों के भाषायी, सामाजिक, भावनात्मक, संज्ञानात्मक एवं शारीरिक विकास का रिकार्ड रखते हैं। (इस बात का ध्यान रहना चाहिए कि बच्चों को पता न चले कि उनका आंकलन हो रहा है।)

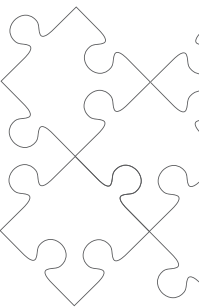


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2.2.2 Teachers/caregivers are sensitive to and are able to understand factors that may be affecting children's progress/performance.

शिक्षक/देखभालकर्ता बच्चों की प्रगति एवं प्रदर्शन को प्रभावित करने वाले कारकों के प्रति संवेदनशील हैं और उनकी समझ रखते हैं।





2.2.3 Teachers/caregivers maintain portfolios of all children, containing anecdotal records, developmental checklists, samples of drawing, writing and other activities, observation notes and parent teacher meeting notes.

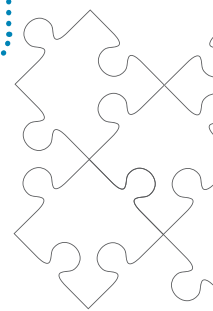
शिक्षक/देखभालकर्ता सभी बच्चों के पोर्टफोलियो बनाते हैं जिनमें बच्चे से जुड़ा किस्सा, विकासात्मक चेकलिस्ट, चित्रकारी लेखन एवं अन्य गतिविधियों के नमूने, अवलोकन के विवरण और माता-पिता से हुई चर्चाओं के विवरण शामिल रहते हैं।





2.2.4 Teachers/caregivers share strengths of the children with parents and identify areas of improvement on a regular basis. They also partner with parents to work on these areas.

शिक्षक/देखभालकर्ता नियमित रूप से माता-पिता से उनके बच्चे की उपलब्धियों को साझा करते हैं और बेहतर करने के प्रयास खोजते रहते हैं। वे माता-पिता के साथ मिलकर इन पहलुओं पर काम भी करते हैं।



Assessment Tools and Strategies

Ongoing Observation, Questioning and Listening to Children

All children are observed often and regularly, with the ECCE teacher/caregiver focusing on the whole class to focusing on one child or activity, and from non-participant observing from without to participant observing where listening, interacting with the child is required.

Systematic Procedures

Anecdotal records are brief written notes based on observations of children. These records need to be systematically compiled and organized.

Create anecdotal records and make interpretations of how and where children spend time, their social relationships, their use of language, modes of interaction. Information about health and nutrition habits may be recorded too.

Systematic Sampling of Children's Activities

Choose selected samples of children's art work, scribbling and writing conveying their ideas, photographs of their work, video/audio recordings, dictated stories, records of group participation work etc.

Documentation Procedures

Developmental Progress Checklists

Comprises lists of information, data, attributes or elements, criteria that guides ECCE teachers and caregivers to observe children.

Specific developmental screening checklists used for identification of developmental delay or impairments for preventive measures and referrals.

Portfolios

Collections of children's work that are designed to demonstrate successes, growth, higher order thinking, creativity and reflection.

Portfolio maintained for each child to be kept at the ECCE centre. Include

- Cover page with centre name and details.
- Child's personal details along with a photograph.
- Information sheet and feedback from parents discussing children's interests and strengths.
 - Medical health form.
- Children's artwork, drawing and writing samples
- Photographs of models made by a child
 - Photographs of children at play.
- Noting of interesting discussions held with the child.
- Ongoing developmental progress checklist form.
- Copies of summary progress reports given to parents.

Summary Report

Outline children's progress through narrative reports by ECCE teachers/caregivers

Developmental Progress Card with narratives to share with parents and later to be shared with Primary school

Source: National ECCE Curriculum Framework, Ministry of Women and Child Development

2.3: Professional Development and Support व्यावसायिक विकास और सहयोग

There is urgent need for providing better professional development opportunities to ECCE teachers/ caregivers in all sectors. Teachers require courses which are hands-on and provide a supervised training period of working with young children in classroom settings in ECCE centres. A strong training and mentoring component is hallmark of a good quality ECCE programme.





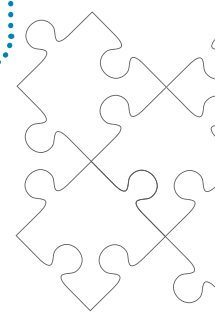
2.3.1 Teachers/ caregivers in our ECCE centre have atleast senior secondary level education.

हमारे ईसीसीई केंद्र के शिक्षक/देखभालकर्ता कम से कम उच्चतर माध्यमिक स्तर तक पढ़े हुए हैं।



2.3.2 There is a professional development programme for teachers/caregivers. This includes a system of awards/ recognition for appreciating the efforts of teachers/ caregivers.

शिक्षक/देखभालकर्ता के लिए एक व्यावसायिक विकास कार्यक्रम है। इसमें अध्यापकों /देखभालकर्ताओं के प्रयासों की सराहना करने हेतु उन्हें पुरस्कृत /सम्मानित करने की प्रथा शामिल है।





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2.3.3 Teachers/caregivers in our ECCE center attend relevant training to build their knowledge and skills in child development. Teachers/caregivers are informed about innovative approaches in ECCE, which they are able to practice and reflect on in the centre.

हमारे ईसीसीई केंद्र के शिक्षक/देखभालकर्ता बाल विकास के क्षेत्र में ज्ञान एवं कौशल विकास के लिए उपयुक्त प्रशिक्षण कार्यक्रमों में भाग लेते हैं। शिक्षक/देखभालकर्ता को ईसीसीई के खोजपरक दृष्टिकोणों से परिचित कराया जाता है, जिसको वह केंद्र में व्यवहार में लाने के साथ-साथ उन पर मनन भी करते हैं।



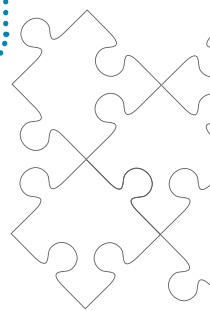
Courtesy: CARE India

2.3.4 Teachers/caregivers get regular mentoring support from supervisors/head teachers. Supervisors visit the ECCE centre regularly and demonstrate good practices.

शिक्षक/देखभालकर्ता को सुपरवाइजर या प्रधानाध्यापक से नियमित रूप से परामर्श एवं सहयोग मिलता रहता है। सुपरवाइजर नियमित रूप से ईसीसीई केंद्र पर जाते हैं और अच्छी गतिविधियां करके दिखाते हैं।



Courtesy: ICDS Meghalaya





Courtesy: CARE India

2.3.5 Parent- teacher committee encourages staff development and upgrading of professional qualification of teachers/caregivers.

अभिभावक-शिक्षक संघ शिक्षक/देखभालकर्ता के विकास तथा व्यावसायिक योग्यताओं को बेहतर बनाने के लिए प्रोत्साहन देती है।



Children

बच्चे

Children

बच्चे

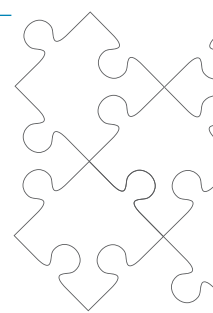
All children and especially young children, require care, love and affection. All children also have the right to be treated equally, irrespective of gender, caste, religion etc. A high quality ECCE programme ensures that the unique abilities of each child is recognized and fostered.





3.1 Children freely interact with one another, including children with special needs.

सभी बच्चे घुल मिलकर रहते हैं, जिसमें विकलांग बच्चे भी शामिल हैं।





© UNICEF India/2012/Wishwanathan

3.2 Children appear happy and busy. Children approach the teachers/caregivers freely at any time.

बच्चे खुश एवं व्यस्त दिखाई देते हैं। बच्चे शिक्षक/देखभालकर्ता से किसी भी समय बेझिझक बात कर सकते हैं।



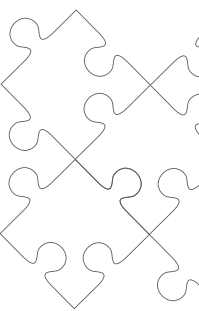
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3.3 Children are not left alone and unattended at any point.

बच्चे कभी भी अकेले और बिना शिक्षक/देखभालकर्ता के नहीं छोड़े जाते हैं।





Courtesy: CECED

3.4 Children are served food with dignity and have meaningful interaction with peers during meal/snack time.

बच्चों को सम्मानपूर्वक भोजन परोसा जाता है और भोजन/नाश्ते के दौरान छात्रों को सार्थक बातचीत का अवसर मिलता है।



Courtesy: ICDS Meghalaya



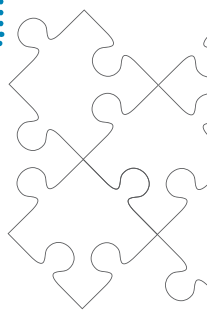
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3.5 Children put things back in their place after they have used them.

बच्चे, चीजों को इस्तेमाल करने के बाद, उनकी जगह पर वापिस रख देते हैं।



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3.6 Children's height and weight is measured regularly to identify malnourished children.

बच्चों की लंबाई एवं वजन नियमित रूप से नापा जाता है, ताकि कुपोषित बच्चों को पहचाना जा सके।



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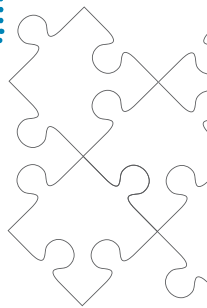
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3.7 Children are immunized and provided deworming tablets.

बच्चों को टीके लगाए जाते हैं और उन्हें पेट के कीड़े मारने की दवा भी दी जाती है।



Courtesy: ICDS Meghalaya





Courtesy: ICDS Meghalaya

3.8 Routine health check-ups are conducted for children and referrals provided, when required.

बच्चों के स्वास्थ्य की नियमित रूप से जांच करवाई जाती है और जरूरत पड़ने पर सही मार्ग निर्देशन भी दिया जाता है।



Courtesy: ICDS Meghalaya



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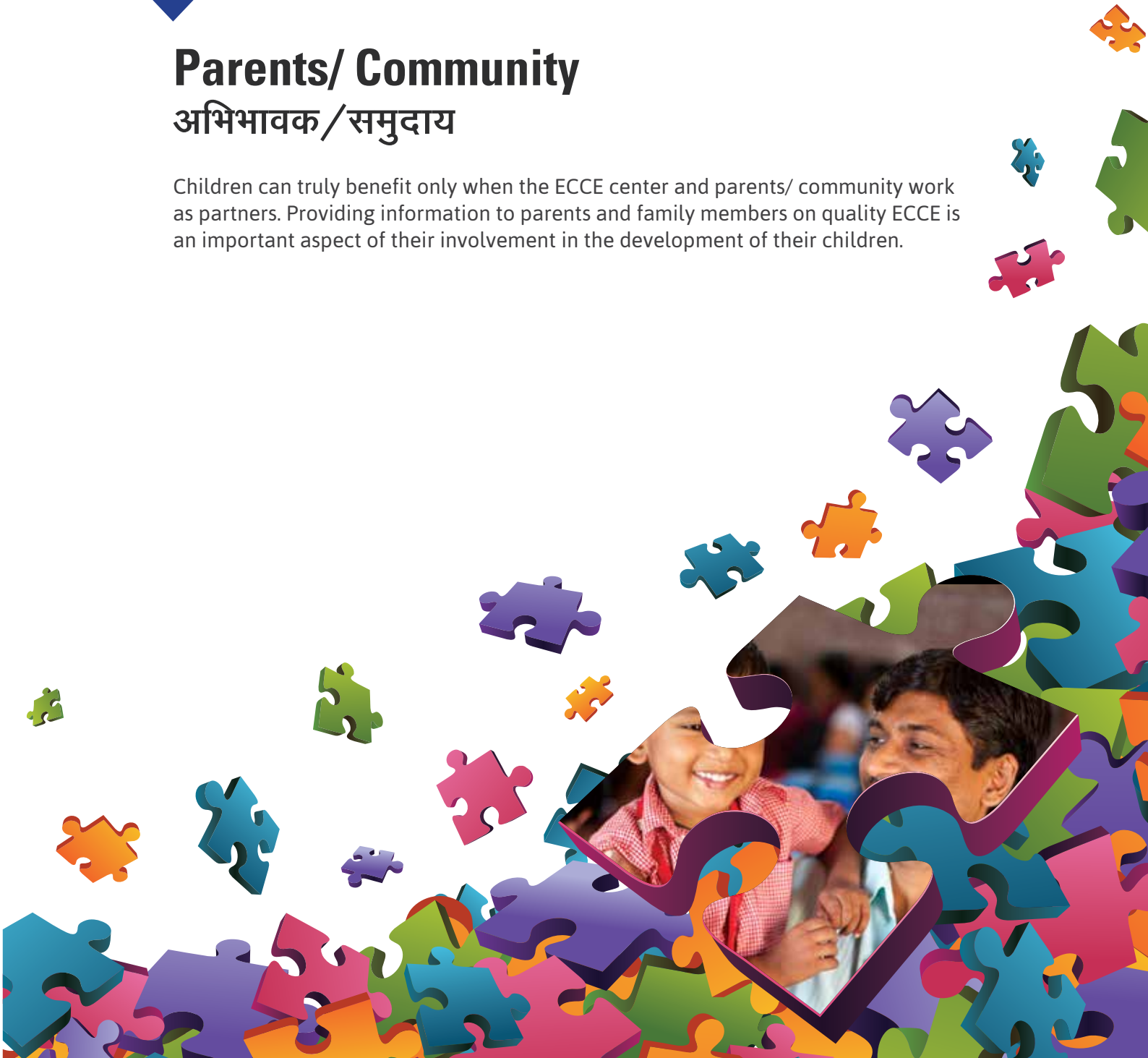
Parents/Community

अभिभावक / समुदाय

Parents/ Community

अभिभावक / समुदाय

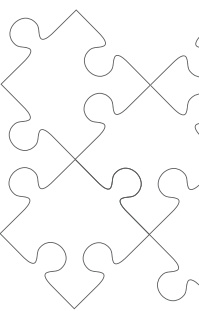
Children can truly benefit only when the ECCE center and parents/ community work as partners. Providing information to parents and family members on quality ECCE is an important aspect of their involvement in the development of their children.





4.1 The ECCE center has an active parent- teacher committee, which includes parents of children attending the center.

ईसीसीई केंद्र में एक सक्रिय अभिभावक-शिक्षक संघ है, जिसमें केंद्र में आने वाले बच्चों के माता-पिता शामिल हैं।





4.2 Parents encourage children at home to practice good habits that are modeled and practiced at ECCE center.

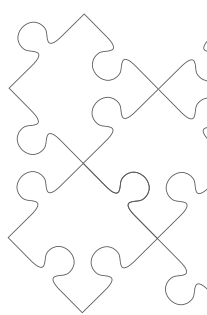
अभिभावक घर पर बच्चों को केंद्र में सीखी और समझी गई अच्छी आदतों का अभ्यास करने के लिए प्रेरित करते हैं।



Courtesy: CARE India

4.3 Teachers/ caregivers hold regular consultation with the community on ways to support and improve the ECCE center.

शिक्षक/देखभालकर्ता केंद्र को बेहतर बनाने और सहयोग पाने के लिए नियमित रूप से समुदाय के साथ मंत्रणा करते रहते हैं।





4.4 Community participation from both women and men, especially fathers, is encouraged at the ECCE center.

ईसीसीई केन्द्र में महिला और पुरुष, विशेषकर पिता, की सामुदायिक भागीदारी को बढ़ावा दिया जाता है।





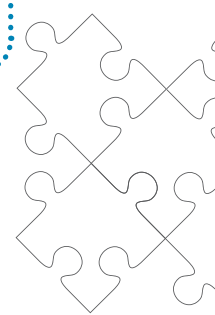
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4.5 Parents and family members are provided information on nutritionally balanced diet and health education.

माता-पिता व परिवार के सदस्यों को स्वास्थ्य शिक्षा एवं पोषक आहार की जानकारी दी जाती है।



Courtesy: MWCD/ Shreeranjani





Courtesy: ICDS Meghalaya

4.6 Our ECCE center encourages contributions from the community. Parents and community members also share their abilities and skills at the ECCE center.

हमारे ईसीसी केंद्र में समुदाय के योगदान को प्रोत्साहित किया जाता है। अभिभावक एवं समुदाय के सदस्य ईसीसीई केंद्र में अपने कौशल एवं क्षमताओं को साझा करते हैं।



Annexure

परिशिष्ट

Annexure

परिशिष्ट

Mapping key statements in this document with National Quality Standards for ECCE

Standard and statement in the National Quality Standards for ECCE	Corresponding statement number in this document
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Standard I: Interaction

Teacher/ adult - child interaction	All children are treated equally and with respect, affection and care.	2.1.1 and 2.1.2
	Caregivers do not use physical punishment or verbal abuse to discipline children.	2.1.6
	Caregivers appreciate the cultural/ social and religious diversity of the children and promote tolerance and unity.	2.1.3
	Children with special needs are encouraged and enabled to participate in the learning environment.	2.1.5
	Children approach the teachers/ caregivers freely at any time.	3.4
Child - child interaction	Meaningful interaction between peers during meal/snack time.	3.5
Child- environment/ material interaction	Locally made learning materials available and used by children.	1.3.4
	Children take care of the material and put the material back at the designated spot.	3.6
Staff- family interaction	Teachers/ caregivers visit children's homes to maintain good relationship with parents/ family members.	2.1.13
	Teachers/ caregivers have regular meetings with parents, conduct parenting education sessions and take feedback from the parents.	2.1.14

Standard II: Health nutrition, personal care and routine

Health (check-up, first aid, immunization, handling illness)	Children's height and weight is measured regularly to identify malnourished children.	3.7
	Children are immunized at regular intervals and records maintained.	3.8
	Routine health check-ups are conducted for children and referrals provided, when required.	3.9
Nutrition	Caregivers have adequate knowledge about balanced and healthy diet for children and encourage the same at the center.	4.5
Hygiene	Classrooms as well as toilets are clean and hygienic.	1.1.10
Habit formation	Teacher/ caregivers inculcate habits in children such as washing hands before and after meals, putting materials back in their place after using them etc.	2.1.9

Standard III: Protective Care and Safety

Adult supervision	At least 1 adult for every 20 children in 3- 6 years age group and for every 10 children for under 3s.	1.1.1
Socio/ Emotional protection	Teachers/ caregivers are sensitive to the children's needs and are able to provide emotional support to children, when needed, particularly those who are facing deprivation.	2.1.4
Physical safety	Availability of first aid kit for children, in case of an emergency.	1.1.13
	Center has preventive measures, in case of fires and other natural disasters (fire extinguishers, sand buckets etc.)	1.1.14

Standard IV: Infrastructure/ physical environment

Space, building, outdoors (size, ventilation, light, disabled friendly)	Provision of adequate light and ventilation in the rooms.	1.1.7
	ECCE center is disabled- friendly and allows easy access for children with special needs.	1.1.17
	Our ECCE center has shelves or a place for children to keep their belongings.	1.1.12
	Adequate space available for children. (1 classroom measuring 35 square meters (carpet area) for a group of 30 children and availability of 30 square meters of outdoor space for a group of 30 children)	1.1.6
	Availability of equipments for outdoor play/ activities for all children.	1.1.19
	Allocated space for cooking meals, storage of food items, hygienic kitchen and nap time for children.	1.1.16
	Availability of shelves or a place for children to keep their belongings.	1.1.12
Aesthetics, cleanliness, green area	Clean surroundings in and around center.	1.1.15
	Designated area for garbage disposal, dustbins, brooms etc.	1.1.11
Safety and approach	No hazards, such as uncovered drains/ wells, around the ECCE center.	1.1.5
	ECCE Centre is located in a safe place.	1.1.2
	Safety level of building is adequately maintained.	1.1.3
	ECCE center building is maintained in a good condition.	1.1.4
Water facility	Availability of adequate, clean and potable water for all children.	1.1.8
Toilet facility	Availability of water and soap in the toilet.	1.1.9
	Separate toilets for girls and boys, which are safe and hygienic.	1.1.10

Standard V: Organization and Management

Programme philosophy and methods	Children are NOT left unattended at any point of time.	3.3
	ECCE programme is conducted for 4 hours daily with children (with ½ hr snack/break time).	1.2.1
	Centre does not conduct rote-learning activities or formal teaching of 3Rs (reading, writing & arithmetic).	1.3.6
	Activities for development of reading, writing & number readiness are planned and implemented according to children's needs.	1.3.7
Documentation and records	Documentation/Portfolio of each child's performance and progress is done and available to families and staff.	2.2.3
	Records of children's attendance, leave, and absence are kept and regularly updated.	1.2.5
Programme planning	Balance of age-appropriate structured, guided activities and free play for children provided.	1.2.2
	Display of materials, children's artwork and handicrafts on the walls at the eye level of children or on a table.	2.1.8
	Flexible seating arrangements and layout of the class according to activities available.	1.2.3
Parent involvement	Parents and children are provided information on nutritionally balanced diet and health education.	4.5
	Parents encourage children at home to practice good habits that are modeled and practiced at ECCE center.	4.2
	Parents and community members also share their abilities and skills at the ECCE center.	4.6
	Teachers/ caregivers hold regular consultation with the community on ways to support and improve the ECCE center.	4.3
Staffing (adequacy, professional qualifications, professional development opportunities, reflective practitioners)	Staff have the appropriate education and qualification/ experience.	2.3.1
	Professional development program with ongoing support of coaching and mentoring is provided.	2.3.2

Standard VI: Children experiences and learning opportunities

Provide opportunities for exploration, experimentation	Adequate developmentally appropriate toys and learning materials available for children to play and gain mastery and success.	1.1.20
	Opportunities are provided for play/exploration with other children and adults.	1.3.1 and 2.1.7
Encourage child to make choices and participate in play	Learning centers/corners' are used for children to play according to their interests and choose their activity.	1.2.4
Foster child's language and literacy abilities	Teacher uses the language understood by children for interaction within the classroom.	1.3.3
Promote each child's physical abilities	Outdoor equipments are used for large muscle development where necessary.	1.1.18 and 1.1.19
Nurture development and maintenance of relationships	Provides opportunities to work and play in groups	1.2.3
Cultivate enjoyment of and participation in expressive arts	Teacher encourages self-expression in arts & craft activities & appreciation with guidance.	2.1.8

Standard VII: Assessment and outcome measures

Assessment methods	Caregivers are sensitive to and are able to understand factors that may be affecting children's progress/ performance.	2.2.2
	Teachers/ caregivers observe children's learning and development and keep a record of how progress is made towards the goals.	2.2.1
Assessment reporting	Maintain portfolios of all children, containing anecdotal records, developmental checklists, samples of drawing, writing and other activities, observation notes and parent teacher meeting notes.	2.2.3
Facilitating development through assessment	Use information to identify children's strength and weaknesses and plan accordingly.	2.2.4
Staff assessment and development	Staff is regularly updated about recent information and practices around ECCE.	2.3.5
Programme assessment (staff meeting, parentfeedback)	Teachers/ caregivers share strengths of the children with parents and identify areas of improvement on a regular basis. They also partner with parents to work on these areas.	2.2.4

Standard VIII: Managing to support quality System

Teacher education and on-site professional development, opportunity for capacity building at all administrative levels, career path for the staff	Teachers/ caregivers in our ECCE center attend relevant training to build their knowledge and skills in child development.	2.3.3
	Parent- teacher committee supports staff development and upgrading of professional qualification of teachers/ caregivers.	2.3.6
	Caregivers are prepared to deal with emergencies and disasters.	2.1.12
	Teachers/ caregivers get regular mentoring support from Supervisors/ Head teachers. Supervisors visit the ECCE center regularly and demonstrate good practices.	2.3.4



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