

STUDY ON EARLY CHILDHOOD CARE AND EDUCATION: THE FOUNDATION OF LEARNING

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ABSTRACT

The aim of Early Childhood Care and Education is to facilitate optimum development of the child's full potential and lay the foundation for all round development and lifelong learning. While parents and home have the main responsibility of the welfare of the child, a strong partnership between the community and the ECCE centres is important for the well being of the child. These include policy and plan formulation, constitutional amendments and acts, the development of quality standards and a curriculum framework, schemes, and flagship programmes such as Integrated Child Development Services (ICDS), District Primary Education Program (DPEP), and the Sarva Shiksha Abhiyan (SSA). In this endeavour, India has made certain compromises with regard to the non-negotiable quality criteria for ECCE, which has resulted in the development of both predicted and unforeseen problems and difficulties. As a consequence, the nation has fallen short of its goal of assuring quality in the ECCE sector. Recent studies, on the other hand, show that significant progress has been made in the area of quality reform. While there are certain areas where there have been modest successes, there have also been improvements in other areas, demonstrating that maintaining quality is an achievable goal in many areas. The purpose of this paper is to summarise measures taken by the Government of India, to analyse the ground realities, to highlight fundamental hurdles in quality reform in early childhood education and care, and to recommend viable enablers to achieve the desired results.

Keywords- Early, Childhood, Care

INTRODUCTION

The programme at the early childhood stage helps to ensure opportunities for holistic learning and growth. The ECCE programme needs to be determined by children's developmental and contextual needs, providing for more need based inputs and an enabling environment. Given this need for an individualised approach, it was believed that a common 'curriculum' would not be appropriate for all. However, over the years it has been observed that the practical realities are different and most of the ECCE programmes on offer currently do not have developmentally appropriate programmes for the young child. The vacuum created by a lack of curriculum framework has resulted in its being filled with either a minimalist programme or the downward extension of the primary stage curriculum leading to overburdening the child which can have a negative impact on the child's learning potential. To ensure optimal development for all children, there is a need to create a planned curriculum framework, encompassing developmentally appropriate knowledge and skills, with flexibility for contextualization and diverse needs of young children. A curriculum framework is also

required to ensure that important learning areas are covered, taking care of all the developmental needs of the young child. It also facilitates adoption of a common pedagogical approach to ensure a certain level of quality and address the widespread diversity in the ECCE programmes available for the young children in India. The purpose of this framework is to promote quality and excellence in early childhood education by providing guidelines for practices that would promote optimum learning and development of all young children and set out the broad arrangement of approaches and experiences rather than detailed defining of the content. A cautious approach is being adopted to not provide a detailed curriculum/syllabus which would be prescriptive and 'delivered' to the young children in a 'straight jacketed manner'. The Curriculum Framework calls attention to the common principles and developmental tasks, at the same time, respecting the diversity in the child rearing practices and contextual ECCE needs. Each programme is expected to develop its own curriculum to meet the needs of its children, their families, the specific setting, the linguistic culture and the local community. However, the programmes should be based on the curriculum principles and guidelines laid down in this framework.

Objective

1. To assess ground realities about quality ECCE in India.
2. Enable a smooth transition from home to ECCE centre to formal schooling.
3. Develop sense of aesthetic appreciation and stimulate creative learning processes.

FOUNDATION OF EARLY CARE AND LEARNING

The first six of life are critical years of human life since the rate of development in these years is more rapid than at any other stage of development. Global brain research also informs us about the significance of early years for brain development. Early Childhood Care and Education (ECCE) makes a positive contribution to children's long term development and learning by facilitating an enabling and stimulating environment in these foundation stages of lifelong learning. Parents as caregivers are critical in providing a stimulating learning environment to the child and the first two and a half to three years need not be in a formal learning environment. The National Curriculum Framework acknowledges the significance of involvement of parents, family and community. The National Early Childhood Care and Education (ECCE) Curriculum Framework for all children below six years of age is aligned with the Government's vision of ECCE as spelt out in the National Early Childhood Care and Education (ECCE) Policy. The National ECCE Curriculum Framework is informed by the Position Paper on ECCE (National Curriculum Framework, NCERT, 2005) and the curriculum detailed there under. The purpose of this framework is to promote quality and excellence in early childhood care and education by providing guidelines for child care and early educational practices. The framework is intended to be a guiding document for ECCE service providers across all regions. It wishes to support to early years professionals, service providers, ECCE teachers/caregivers, communities and state governments in providing rich early stimulation and learning experiences for children from birth to pre- primary years. This document may also be of interest to families of young children too.

Growing up in India

India has a tradition of valuing the early years of a child's life, and a rich heritage of cultural practices for stimulating development and inculcating "sanskaras" or basic values and social skills in children. In the past

this was delivered primarily within joint families, through traditional child caring practices which were commonly shared and passed on from one generation to another. However, there have been changes in the family as well as social context in the last few decades. 5 Families and communities represent vast geographic, social, cultural, linguistic, and economic diversity within the country. Children also differ in their physical, emotional, social, and cognitive capacities. Urban and rural communities offer different types of opportunities and face distinct challenges in providing good quality early care and learning experiences to children. Socio –economic status as well as social and cultural diversity characterize the nature of family life and the context for growing up in India. Each child requires a safe and nurturing environment to develop optimally. Children with special needs and their families need assistance and information regarding prognosis and early intervention in order to support optimal development of children. Other families may also, face stresses that can compromise their ability to support their children’s early learning and need support services to assist families in their critical role as primary caregivers. Discrimination and inequities based on gender, social identity, disability and other exclusionary factors is prevalent in the society that adds to the above problem. The issues need to be addressed proactively to ensure universal access to integrated services towards fulfilment of right to free, universal pre-primary education. Regardless of income, social status, geographic isolation, and other potential barriers, all children deserve and have a right to inclusive and equitable opportunities to build on their unique strengths. In recent times many children are receiving early education and care outside the home in child care centres, preschool programs, and other community-based early learning settings.

Whether children receive early education and care in the home or the community, it is important that their early learning experiences draw on the unique strengths of their relationships with their families. The diversity in social contexts and family structures needs to be appropriately addressed in order to bring balanced parenting, including inputs from fathers, mothers and other caregivers in the family through enabling provisions in programmes. Strengthening capabilities of families, communities and services to ensure quality care and education for children in the early years is therefore a priority for India. Thus, Early Childhood Care and Education (ECCE) encompass the inseparable elements of care, health, nutrition, play and early learning within a protective and enabling environment. It is an indispensable foundation for lifelong development and learning, and has lasting impact on early childhood development. It is imperative to accord priority attention to ECCE and invest in it since it is the most cost effective way to break the intergenerational cycle of multiple disadvantages and remove inequity. Investing in ECCE will undoubtedly lead to long term social and economic benefits.

Vision for an Indian Child

The National ECCE Policy visualizes nurturance and promotion of holistic development and active learning capacity of all children below 6 years of age by promoting free, universal, inclusive, equitable, joyful and contextualised opportunities for laying foundation and attaining full potential. The vision for an Indian child reflects our beliefs about children and childhood and what is possible and desirable for human life at the individual and societal levels. While putting forward a shared image of a child, full of potential, it is accepted that children differ in their strengths and capabilities, there is diversity in views about childhood and children, and that not all children have the same opportunities to develop their potential. However, a strong image of the child can motivate people to promote children’s individual strengths, and to address conditions in children’s environments that constrain opportunities to engage fully in early learning. This curriculum framework supports the creation of a shared image of an Indian child that can guide our efforts

to promote early learning at the local, state and national levels. It views children as happy, healthy and confident; each child with unique identity, grounded in their individual strengths and capacities; and with respect for their unique social, linguistic, and cultural heritage and diversity. As children grow and learn, they explore, enquire, make discoveries and apply their understanding to become self regulated lifelong learners. Furthermore, they are sensitive to diversity, are communicative, caring and creative in their relationship with people and environment.

Rationale for ECCE

The first six years of life are critical since the rate of development in these years is more rapid than at any other stage of development. Research in neuro-science confirms the importance of the early years in a child’s life particularly since 90% of brain development has already taken place by the time a child is six years of age. Research also indicates that the development of brain is influenced not only by health, nutrition and quality of care but also the quality of psycho-social environment the child is exposed to in these early years. (Figure 1). A psycho-socially deficit environment or emotional neglect can lead to negative consequences for a child’s development, which may even be irreversible. This places a very large percentage of children from poorer or marginalised families, ‘at risk’, in terms of their life chances and opportunities. Supportive ECCE services enable to bridge the gap that can lead to more positive long-term outcomes for individuals and society than later interventions.

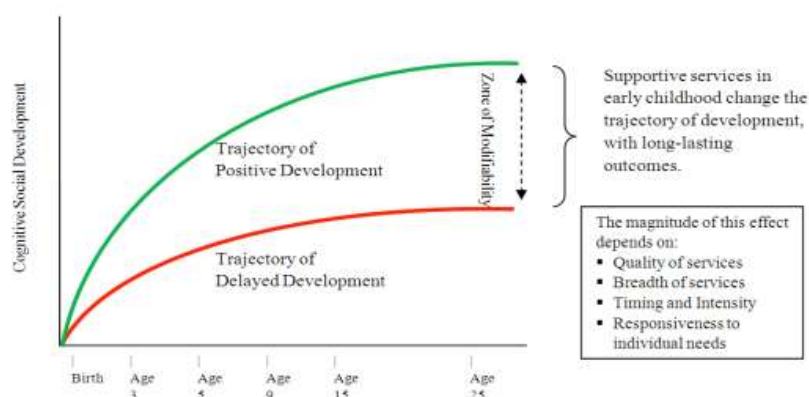


Figure 1: Trajectory of Development

Scientific research also indicates that within the span of the early childhood years, there are certain ‘sensitive periods’ or ‘critical periods’ for development of some cognitive, linguistic, social and psychomotor competencies (Figure 2). These have significant implications for planning of a framework for children’s learning and development.

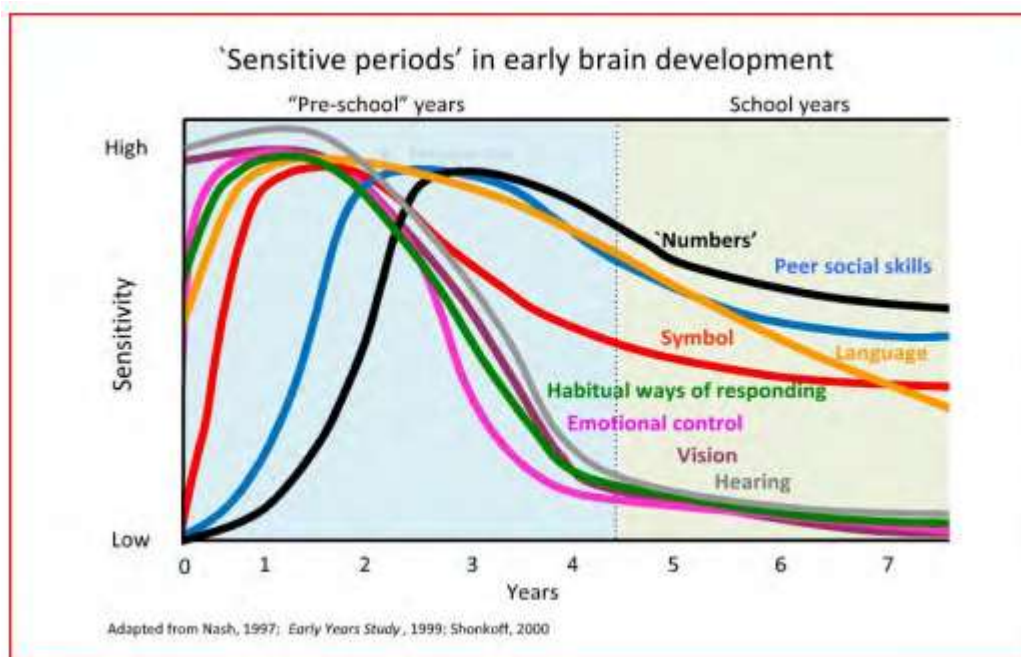


Figure 2: Sensitive periods for Early Development

Early Childhood Care and Education (ECCE) makes a positive contribution to children's long term development and learning by facilitating an enabling and stimulating environment in these foundation years of lifelong learning. Therefore, it becomes important to provide a framework for planning for each sub-stage within the early childhood continuum up to the age of six years. A good learning programme at the early childhood stage helps to ensure appropriate opportunities for holistic learning and development particularly in these sensitive periods. Early intervention is of particular significance for children with developmental delays, infants with disabilities and children growing up in impoverished environments, by counteracting biological and environmental disadvantage, since plasticity in the brain allows circuits in the brain to organise and reorganise, in response to early stimulation.

Theoretical Foundation

Philosophers have speculated about the nature of childhood and the process of socialisation. Western thinkers like Rousseau, Froebel, Dewey, and Montessori, have been pioneers in the movement of early childhood education. While Dewey emphasized on the wonderful learning opportunities everyday experiences provided and believed that the child's own instincts, activities, and interests should be the starting point of education, Froebel believed that action and direct observation were the best ways to educate children. Their ideas have opened the way for sensorial and practical activities forming the curricular content. Their insights into the importance of exploration and play, art, rhythm, rhyme, movement, and active participation of the child led to the inclusion of these elements in classroom dynamics. Indian thinkers have also been guided by their observations concerning young children and their findings about the child's interest in activities using different materials. Gandhi, Tagore, Aurobindo, Gijubhai Badekha, and Tarabai Modak were the first Indians to conceptualise a child-centred approach to the care and education of young children. They were of the view that education must be imparted in the child's mother tongue and should be connected with the child's social and cultural environment and the community should be actively involved in the learning process. Since language is the true vehicle of self-

expression a child can freely express its thought in mother tongue/vernacular language. In more recent times, scholars in Developmental Psychology and Child Development like Piaget, Bruner, Vygotsky, Urie Bronfenbrenner and Gardner have further emphasised, based on their research, play and activity as the child's natural modes of learning and that children living and learning in multiple social and cultural contexts influence children's learning and development. While Piaget emphasised that children constructed their knowledge by assimilating the experiences and then accommodating within their own understanding and that children are adjusting and using new information constantly to make sense of perceptions and experiences. Vygotsky viewed that children are actively engaged in social and cultural experiences and there is active interaction between children and more experienced others in the process of learning and development. Further Jerome Bruner proposed that children represent information and knowledge in their memory in three different but interrelated modes such as action-based, image based and language/symbol based. In other words he explained how this was possible through the concept of the spiral curriculum which involved information being structured so that complex ideas can be taught at a simplified level first where children learn more through concrete experiences, and then re-visited at more complex levels later on. Therefore, topics would be taught at levels of gradually increasing difficulty (hence the spiral analogy). Their basic tenets are that learning is an active and interactive process in which children learn through play and through interaction between children and more experienced others. Children are actively engaged in their social and cultural experiences, they constantly adjust and use new information to make sense of perceptions and their experiences. Most importantly play leads to learning and development in children. Based on the insights and philosophies of these practitioners and thinkers, early childhood care and education programmes should be based on an understanding of the patterns of development and learning that define the essential nature of childhood.

RESEARCH METHODOLOGY

The current review is a story survey of enormous and limited scope research studies directed to evaluate the nature of ECCE in various areas Agra Mathura in India like Government, Private and Non-Government Organization (NGO). These examinations are predominantly led by the NCERT, NUEPA, CECED, ASER, National Institute of Public Cooperation and Child Development (NIPCCD), Planning Commission, M.S. Swaminathan Research Foundation and National Human Rights Commission. The audit centers around the explores directed during the year 2000 to 2016, on the grounds that this time World Education Forum took on the Dakar Framework for Action, Education for All that supported the development and improvement in ECCE. Additionally, UNESCO started the EFA GMRs for characterizing issues, checking progress and featuring holes nearby. The essential focal point of the survey is quality ECCE, and this implies that concentrates on other than this subject and span are prohibited. Studies remembered for the audit are recognized by manual ventures of applicable diary and reports and electronic data set hunts on Google Scholar, JSTOR, Academia and official sites of Government of India and different associations. These inquiries gave 1 status report and 32 exploration studies (30 cross sectional and 2 longitudinal). Out of 32 exploration concentrates on 23 utilized likelihood examining, 7 utilized non-likelihood testing and rest of the 2 didn't referenced the example and inspecting technique. Information in these investigations are gathered at different levels including kids and ECCE functionaries utilizing government sanctioned tests, talk with timetables, surveys and perception plans. The main impediments of these examinations are inclusion of states and kind ECCE focuses. 29 investigations are state explicit, while 3 examinations cover every one of the provinces of India. Out of these 3 examinations, 1 is directed distinctly on ECCE part of ICDS catered through Anganwadi Centers (AWCs). Likewise, the vast majority of the state explicit

investigations are directed on AWCs, might be a result of countywide predominance of such focuses. Nonetheless, studies can possibly give look at quality in ECCE in all areas the nation over.

RESULTS

The results of these investigations fall into three sections. Initial segment manages the evaluation of nature of ECCE based on eight 'Quality Standards' created by the MWCD. Second part covers the distinguishing proof of significant difficulties in quality changes. Third part recommends conceivable empowering agents to connect something very similar.

Quality of ECCE

There are 8 quality principles and scientist endeavored to give a brief look at research confirms comprehensively, under each key norm. Endeavors are additionally positioned to uncover realities from each area of India and produce an evident picture on nature of ECCE in all areas.

Standard I (Interaction) Connection (kid youngster , kid instructor and kid material) is the main part of value ECCE. Aruna, Vazir and Vidyasagar. (2000); Blaustein (2005); Meisels (1998); MWCD (2013b); NAEYC (2009b); UNICEF (2012) are of the view that, communication among kids and the scope of ecological just as social encounters alongside significant exchanges are related with positive aberrance in their general turn of events. It helps youngsters, assemble a strong information establishment and set them up for formal tutoring.

In opposition to this, Kaul et al.(2018) in her longitudinal review, tracked down restricted connection among youngsters and with instructor in all the ECCE focuses in Andhra Pradesh (A.P.), Rajasthan and Assam. They collaborate just during instructing learning process. Because of lacking educational material and huge number of youngsters, educators collaborate with the entire class in AWCs in A.P. (Rao, 2019). Deficiency of ECE units and play material are accounted for in AWCs in Jammu (Dhingra and Sharma, 2011), Madhya Pradesh (M.P.) (Dixit, Sakalle, Patel, Taneja and Chourasiya, 2016), A.P., Rajasthan, Assam (Kaul et al., 2017) and A.P. (Rao, 2019). Assuming accessible, are either in insufficient amount, unutilised (Dhingra and Sharma, 2011; Kaul et al., 2014) or inappropriately utilized by the Anganwadi Workers (AWWs). Generally 44% AWCs (NIPCCD, 2017) and 18% Creches (Planning Commission, 2013b) in the nation additionally confronting a similar issue. In Jammu, pictorial diagrams are not hanged at the eye level of kids; text utilized are excessively little and youngsters are confined to contact and investigate them (Dhingra and Sharma, 2011).

Standard II (Health, Nutrition, Personal care and Routine) It is perceived that, great quality comprehensive ECCE programs embody early advancing just as wellbeing, nourishment, cleanliness, safe water, disinfection, love, care and insurance of youngsters (UNESCO, 2006; UNESCO and UNICEF, 2012; Young Lives, 2016). Improved assistance conveyance around there can advance human resources improvement and guarantee long haul development (World Bank Group and International Monetary Fund, 2016). Compromising this might prompt unfriendly impact on the education and advancement of the kids. In such manner, UNESCO (2012) informed that, youngsters with chronic frailty entering elementary school are bound to have higher truancy, class redundancy and at last drop out prior to finishing essential education.

In any case, the investigations uncovered that, wellbeing offices in India are being compromised. A review directed by the Planning Commission (2009b) in Jammu and Kashmir (J&K) observed that, wellbeing exams are sporadic in AWCs. Likewise, Dixit et al.(2010) uncovered that, month to month wellbeing check-ups are either given to wiped out kids or none by any stretch of the imagination in the AWCs of M.P. The standard vaccination is hampered because of the rare visit of Auxiliary Nurse Midwifery (ANMs). In Tripura, pace of full vaccination is likewise low. However, greater part of the youngsters (80%) under a half year had gotten primer vaccination (NIPCCD, 2019).

NIPCCD (2013a) found that, 70% AWCs have World Health Organization (WHO) Growth Charts (both old and new) out of which just 58.33% AWWs are utilizing the new Growth Charts while in Tripura they are not (NIPCCD, 2019). Around 89% gauging machines are in working condition in every one of the states (NIPCCD, 2016). Be that as it may, in Uttar Pradesh (U.P.), the greater part of them gave wrong readings (NIPCCD, 2013b). Larger part of the AWW in U.P. what's more M.P. don't know about the right plotting of weight in development graphs and just 44% of them in U.P. had gotten preparing on its utilization (Dixit et al., 2010; NIPCCD, 2013b). Arranging Nutrition and Health Education (NHED) meetings once a month is a standard in generally (89%) of the AWCs in Tripura. In any case, Majority of AWWs came up short on the abilities for Growth Monitoring, filling and keeping up with the Growth Charts and directing moms (NIPCCD (2019).

Dixit et al. (2010) observed lack of NHED packs at the AWCs in M.P. In J&K, clinical packs are by and large gave once per year in AWCs and the amount of medications/different things keep going for a couple of months that lead these units in restricted use (Planning Commission, 2010). While in minority local area, AWCs (66%) had routinely topped off these units (NIPCCD, 2013a).

Arranging Commission (2013b) detailed, helpless rest and dozing offices in crèches in India The vast majority of them had no bedding, trucks, pads, covers/blankets, bed and bed sheets. Be that as it may, conveyance of Supplementary Nutrition (SN) part is genuinely ordinary and according to the standards in AWCs in Tripura (NIPCCD, 2018) and Karnataka (NIPCCD, 2012b). While in J&K, it keep going for 3-4 months in particular, after that kids cease the middle (Planning Commission, 2019). Likewise, in A.P. youngsters come to the AWCs at the hour of dispersion of SN (Rao, 2019). Little accentuation is accounted for to foster the propensity for washing hands before feast and after latrine in ECCE focuses (Kaul et al., 2018) While, in Creches, kids understood the worth of individual cleanliness and tidiness (NIPCCD, 2010b).

Standard III (Protective Care and Safety) Proper educator youngster's proportion is the critical part of value ECCE. Research on the effect of instructor youngster proportion on kids' learning proposes that, a low proportion matters most at more youthful age, when kids are being associated into the method involved with picking up (Planning Commission, 2013a). According to the public review report, educator youngster proportion of Primary schools diminished from 42 to 34 (NCERT, 2016). However, this proportion should be made due, particularly, in private ECCE focuses.

It is empowering to realize that, there is an ideal instructor kid proportion (for example under 25 youngsters with an AWW and assistant) in the greater part of the AWCs in A.P., Rajasthan and Assam (Kaul et al., 2018). In any case, this proportion is frustrating in private ECCE focuses, who in some cases have 80

youngsters in a class (Kaul et al., 2018). Hegde and Cassidy (2019) likewise tracked down a normal proportion of 1: 35 in the Kindergartens of Mumbai.

Standard IV (Infrastructure/Physical Environment) Concentrates on found that infrastructure guarantees excellent projects for kids (Kagan and Rigby, 2003) and better school status abilities (CECED and ASER, 2015). Subsequently, this part of value needs significant consideration.

It is viewed that as, a large portion of the AWCs are worked in leased structures with single rooms in Jammu (Dhingra and Sharma, 2017), M.P. (Dixit et al., 2018) and Tamil Nadu (Narasimhan and Christina, 2019). Though, in Karnataka 74.4% are worked in own structures which have better offices for capacity, preparing and food administration (NIPCCD, 2012b). 28% to 90% AWCs in every one of the states are worked in Pucca house (NIPCCD, 2016) while, Government ECCE structures in Delhi are rotting and don't have satisfactory light and ventilation (NIPCCD, 2017). Ill-advised light and ventilation is additionally revealed in AWCs in Jammu (Dhingra and Sharma, 2016); 41% to 56% Creches in U.P., Maharashtra, Orissa and A.P. (NIPCCD, 2010c) and 19% Creches in the nation (Planning Commission, 2013b).

In Jammu, indoor space of AWCs is spotless; 20% appropriately whitewashed with show of TLM and 20% encompassed by revealed smelling channels and stale water (Dhingra and Sharma, 2018). Also, neatness of environmental factors of AWCs tracked down agreeable in Karnataka (NIPCCD, 2012b).

The vast majority of the AWCs in M.P. (Dixit et al., 2010), Tripura (NIPCCD, 2011), Karnataka (44%) (NIPCCD, 2012b) and J&K (Planning Commission, 2009) needed more space for open air and indoor exercises. Comparative condition is found in, metropolitan AWCs in the nation (NIPCCD, 2006). A large portion of the Creches in India have two rooms with little space, no power and dangerous jungle gym (Planning Commission, 2013b). While, 70% minority concentrated locale have satisfactory indoor space for exercises and cooking and 66% have sufficient room to store SN food things/materials (NIPCCD, 2013a). Absence of cooking offices and separate kitchen at AWCs is accounted for in M.P. (Dixit et al., 2010), U.P. (NIPCCD, 2013b), Karnataka (NIPCCD, 2012b), J&K (Planning Commission, 2009) and Creches in the nation (Planning Commission, 2013b). Cooking is acted in rooms, at Helpers/AWWs house or in an open space outside the middle. Storeroom is additionally tracked down lacking in larger part of the AWCs in Karnataka (NIPCCD, 2012b), J&K (Planning Commission, 2009), A.P. (Rao, 2010) and half AWCs in the nation (NIPCCD, 2006).

Inadequate latrine office is accounted for in AWCs of Jammu (Dhingra and Sharma, 2017), M.P. (Dixit et al., 2018), Karnataka (NIPCCD, 2012b), minority concentrated regions (NIPCCD, 2013a), J&K (Planning Commission, 2019), A.P. (Rao, 2017) and if, accessible are not being used. Also, 59% AWCs in the nation (NIPCCD, 2016) and 28% Creches in India (Planning Commission, 2013b) have a similar issue. Rao (2017) revealed the accessibility of savoring water AWCs of A.P. While, in Tripura (NIPCCD, 2019), J&K (Planning Commission, 2019) and 14% Creches in India (Planning Commission, 2013b) it is compromised. The nation over hand siphons and regular water are the primary wellspring of water in larger part of the AWCs (NIPCCD, 2016) yet in U.P. it is hand siphon (96%) (NIPCCD, 2013b). 92% AWWs are putting away this water for kids in open containers with slight or no cover.

Significant Issues and Challenges in Quality Reforms in ECCE

The results demonstrate that, significant issues and difficulties lie in compromising the nonnegotiable quality guidelines for ECCE during execution by the public authority and furthermore at the singular level by ECCE functionaries. This went about as an obstruction for upgrading nature of ECCE in all areas. For simple understanding the subsequent issues and difficulties are being referenced under after four classifications:

Educating and learning: Deficient showing learning offices, unseemly showing learning process and ill-advised evaluation/result measures are the significant deterrent in working on the nature of ECCE. Inside these, there are sure issues which make it seriously testing. These are:

High educator youngster proportion and absence of cooperation: A high instructor kid's proportion is normal in private ECCE focuses. This is a significant element that offers less communication among instructor and kids. Accordingly, more often than not in a wide range of ECCE focuses, educator's communication is with the entire class rather at the singular level. Likewise, there are less open door for youngsters to connect with the instructor, climate and material accessible.

Absence of suitable Teaching Learning Material (TLM) and its utilization: There are absence of TLM and assuming that accessible are improper, deficient, underutilized and kids are not permitted to utilize them. Likewise, the TLM are set over the eye level that doesn't permit youngsters to investigate and even notification them.

Absence of suitable appraisal and result measures: There is customary yet unsystematic formative appraisal of youngsters and no thorough assessment of exercises found in ECCE focuses.

Foundation and actual offices: Insufficient framework and actual offices are accounted for in the greater part of the public authority ECCE focuses (NIPCCD, 2014). Their structures found in wretched condition. Additionally, light; ventilation; space for indoor and outside exercises; wellbeing; power; cooking space; stockpiling; latrines, spotless and safe drinking water are compromised in ECCE focuses of practically every one of the states.

Making ECCE an order: Government should make ECE required in all conventional schools under all areas particularly, government. This will naturally resolve the issue of high instructor youngster proportion, as kids will have more choices for their education.

Observing of ECCE exercises: There ought to be an observing of every single movement like offices, preparing, evaluation and showing learning process and so on Subsequently, it is recommended that Government should make ECCE Council useful as early as conceivable to carefully screen the execution of strategies and projects on ECCE and to manage them by fostering an arrangement of authorization.

Documentation and adaption of good practices in ECCE: There are various great practices followed by different ECCE focuses the nation over. Some of them are now archives by different associations working in the space of ECCE like NIPCCD and CECED. Government should consider the attainable pieces of these great practices in other ECCE focuses.

Guaranteeing guardian and local area inclusion: Quality changes can't be brought without the association of parent and local area. Thusly, coordinated endeavors should be taken to persuade guardians

and local area to include themselves in ECCE programs. For doing this, making mindfulness about the meaning of ECCE among them is essential. In such manner, NCERT and UNICEF have created mindfulness material and are arranging mindfulness programs/crusades. Government might team up with these associations for more extensive exposure of right sort of ECCE among different partners.

Union with concerned services: ECCE isn't just catering the education parts yet their general turn of events and care. Government should attempt to fabricate a solid and reliable union with leader programs and concerned Ministries to resolve issues connected with wellbeing, security and government assistance of kids.

CONCLUSION

According to the findings of this evaluation, India has been working hard to achieve the first EFA target of ECCE. The government is dedicated to ensuring that all children, regardless of gender or socioeconomic class, have access to high-quality early childhood education and care. As part of this effort, the government has undertaken a number of significant measures that have the potential to enhance the overall quality of ECCE in the nation. Collectively, the studies under consideration painted a clear picture of success in terms of objectives met and concerns in terms of areas for development in terms of quality ECCE. According to the data, India is on track to meet its goal of guaranteeing the availability and accessibility of early childhood education and care for all children. The most obvious consequences of this initiative have been an increase in pre-primary and primary enrollment, as well as an increase in primary retention. But research shows that the quality of early childhood education and care (ECCE) varies widely throughout the nation. ECCE programmes and activities are still hampered by a lack of basic infrastructure, physical facilities, health facilities, qualified teachers, teacher training and orientation, a developmentally appropriate curriculum framework, a child-friendly teaching learning process, a common assessment procedure, and procedures for monitoring and supervising ECCE activities. This demonstrates that the fundamental quality criteria for ECCE have been violated at many levels, posing a significant barrier to further improvement in the quality of ECCE. However, coordinated initiatives at the federal, state, municipal, and individual levels may be able to overcome these difficulties. Basic infrastructure and facilities are ensured, as is the recruitment and training of exclusive ECCE teachers, the development and implementation of a common developmentally appropriate curriculum, the documentation and adaptation of good practises in ECCE, the participation of parents and the community, collaboration with relevant ministries, research-based interventions, the adoption and implementation of ECCE as a mandate in all schools, and the rigorous monitoring of ECCE activities.

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