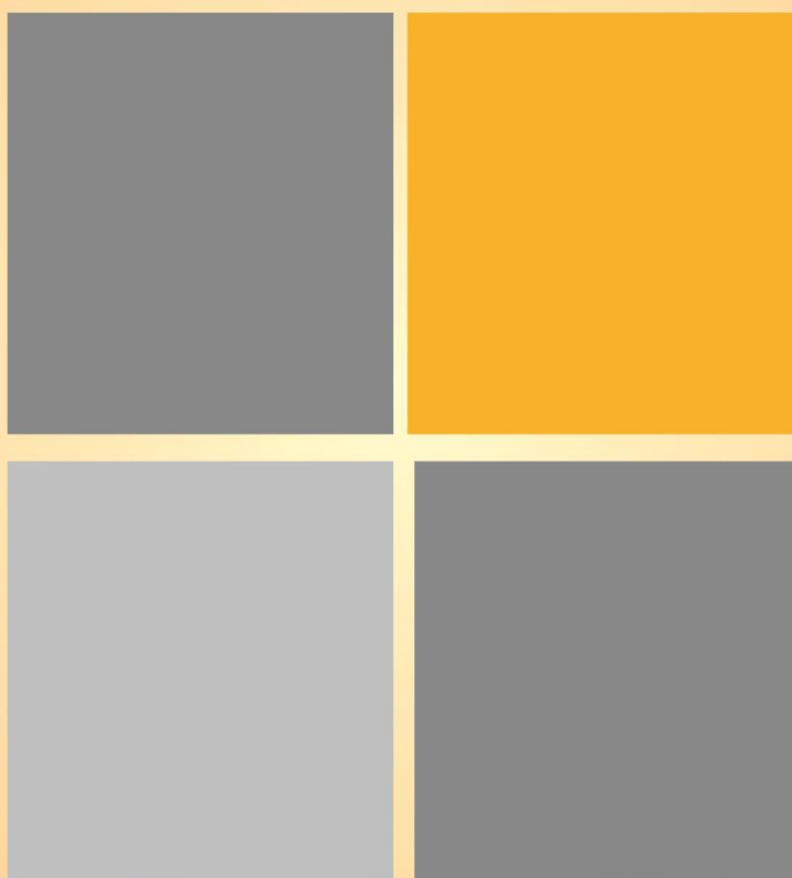


**Draft**

# **GUIDELINES FOR QUALITY EARLY YEARS EDUCATION**



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NCERT

**DEPARTMENT OF ELEMENTARY EDUCATION  
NATIONAL COUNCIL OF EDUCATION RESEARCH AND TRAINING  
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## FOREWORD

Young children deserve an enthusiastic start in life and they need quality early experiences, especially in the ages between 3-8 years so that they grow, learn, develop and flourish fully. Researches also suggest that the quality of early years learning experiences has significant impact on school adjustments and the learning levels of children in later schooling. Early years education (EYE) for sustainability is finally beginning to be accepted as an active new field of interest.

For achieving the Universalisation of Elementary Education, universalisation of EYE is a pre-requisite and quality EYE is one of the goals that make-up the 2030 Agenda for Sustainable Development. The quality is an important factor in determining the impact of EYE. It is crucial to invest in these early years through ensuring an enabling and stimulating environment for every child, which is not only the right of every child but also a way to make sure the sound foundation for life. These can be done by ensuring better provisions for quality early education of young children. Hence, there is need for children to be provided with developmentally appropriate early learning opportunities at preschool and early primary stage in continuum.

The present guidelines aimed to help all stakeholders who are concerned with and working in the area of Early Years Education program (EYE). This would help them to understand the essentials of EYE program which ultimately make early learning experiences interesting, joyful and meaningful for all children.

We hope that the present guidelines will be useful for the readers. It will be our pleasure to receive feedback on the draft guidelines on EYE which would be utilized for necessary improvements in finalizing the document.

New Delhi  
January, 2018

Hrushikesh Senapaty  
*Director*  
National Council of Educational Research and Training.

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## ACRONYMS

<b>B.Voc.Ed.</b>	Bachelor of Vocational Education
<b>CCTV</b>	Close-Circuit Television
<b>CECED</b>	Center for Early Childhood Education and Development
<b>D.El.Ed.</b>	Diploma in Elementary Education
<b>ECE</b>	Early Childhood Education
<b>ECCE</b>	Early Childhood Care and Education
<b>ECD</b>	Early Childhood Development
<b>EYE</b>	Early Years Education
<b>NCERT</b>	National Council of Educational Research and Training
<b>NCTE</b>	National Council for Teacher education
<b>MHRD</b>	Ministry of Human Resource Development
<b>MWCD</b>	Ministry of Women and Child Development
<b>ICT</b>	Information and Communication Technology
<b>IGNOU</b>	Indira Gandhi National Open University
<b>PTM</b>	Parent Teacher Meeting
<b>RTE</b>	Right to Education
<b>SCERT</b>	State Council for Educational Research and Training
<b>TISS</b>	Tata Institute of Social Sciences

## PART I

### Overview

#### Introduction

The first 8 years of a child's life are known as formative years which are recognized as remarkable time for brain growth and development. Recent neuroscience researches, particularly on brain confirm the importance of early years in a child's life. It shows that within the span of the early childhood years, there are certain 'critical periods' for development of significant cognitive, linguistic, social and psychomotor competencies, which are known to contribute to later success in life. This stage is also important as a foundation for the inculcation of social values and personal habits. Therefore, it is crucial to invest in these early years through ensuring an enabling environment for every child, which is not only the right of every child but also a way to make sure the sound foundation for life. These can be done by ensuring better provisions for quality early education of young children.

The Government of India took many efforts (*National Education Policy, 1986; National ECCE Policy, 2013 etc.*) to ensure early childhood care and education, provisions to improve its quality in terms of providing health and care facilities, infrastructure, curriculum, teacher training; and enhancing teaching learning process. According to the recent surveys, the accessibility to the provisions for 3 to 8 years old children i.e. pre-primary and early primary education (classes I and II) have increased in the country. There are various kinds of programs available for the children in the country. The existing models include *Anganwadis*, Private preschools (stand alone), Government/private schools having a pre-primary sections and *anganwadis* located in government primary schools. With the implementation of the Right to Education Act, 2009 (RTE, 2009) all children are now expected to come into school at the age of six years. However, the research indicates that a very large number of children come in with inadequate school preparedness, and they tend to continue to school with low learning levels and higher probability of dropping out in the early primary classes. Pre-primary centers are facing the problem of non-availability of teachers and inadequate infrastructure, especially in government sector. There is also a lack of national level standard pattern of pre-primary education program that is flexible enough to be contextualised and adapted by the implementers.

Hence, there is need for children to be provided with developmentally appropriate early learning opportunities at preschool and early primary stage in continuum, which in turn, helps to promote their school readiness and ensure a smooth and seamless transition into formal learning.

#### Concept of Early Years Education (EYE)

Early Years Education (EYE) refers to a philosophy of providing opportunities and experiences to young children falling between 3 to 8 years of age in order to promote their holistic development, as well as arranging and providing services and support systems to

communities and families to meet the needs of their young children. There are developmental continuities in terms of child's cognitive and psychosocial abilities in the 3-8 years age-group which require continuity of pedagogic practices and curricular principles of early education. It would be therefore useful to consider the 3 to 8 year old along a continuum to enable all children be prepared for school education and lifelong learning. This will help in better preparedness of the child for later schooling and lifelong learning.

“EYE is defined as any setting imparting early years education to the children between 3-8 years. It includes pre-primary (referred by any nomenclatures such as *anganwadi*, *balwadi*, nursery, preschool, preparatory, pre-primary, LKG, UKG etc.) and early primary education i.e. classes I and II, in continuum.”

### **Objectives of Early Years of Education (EYE)**

1. Enhance all round development of a child's personality and inclusion of healthy attitudes, life skills and good values.
2. Lay the foundation for a healthy, productive, and satisfying life in the future by enabling the child to develop her/his maximum potential through
  - Physical Well-Being, Health, and Motor Development
  - Personal, Social and Emotional Development
  - Creative, and Aesthetic Development
  - Language, Communication and Literacy Skills
  - Environmental Awareness, Development of Scientific Temper and developing Mathematical thinking and Reasoning
3. Prepare child for smooth transitions and success in later schooling.

### **Proposed Early Years Education (EYE) Models**

At present various models of Early Childhood Education are in existence like Anganwadies under ICDS Programme are offering Pre-school education to children between 3 to 6 years and developing the Anganwadies as vibrant ECCE centres. There are large no. of stand alone Pre-schools run by individuals, NGO's, Voluntary Organisations and Pre-schools chains. Pre-schools attached to Government / Private Schools which may be Primary / Secondary or Senior Secondary Schools.

To facilitate a seamless transition proposed EYE models are:

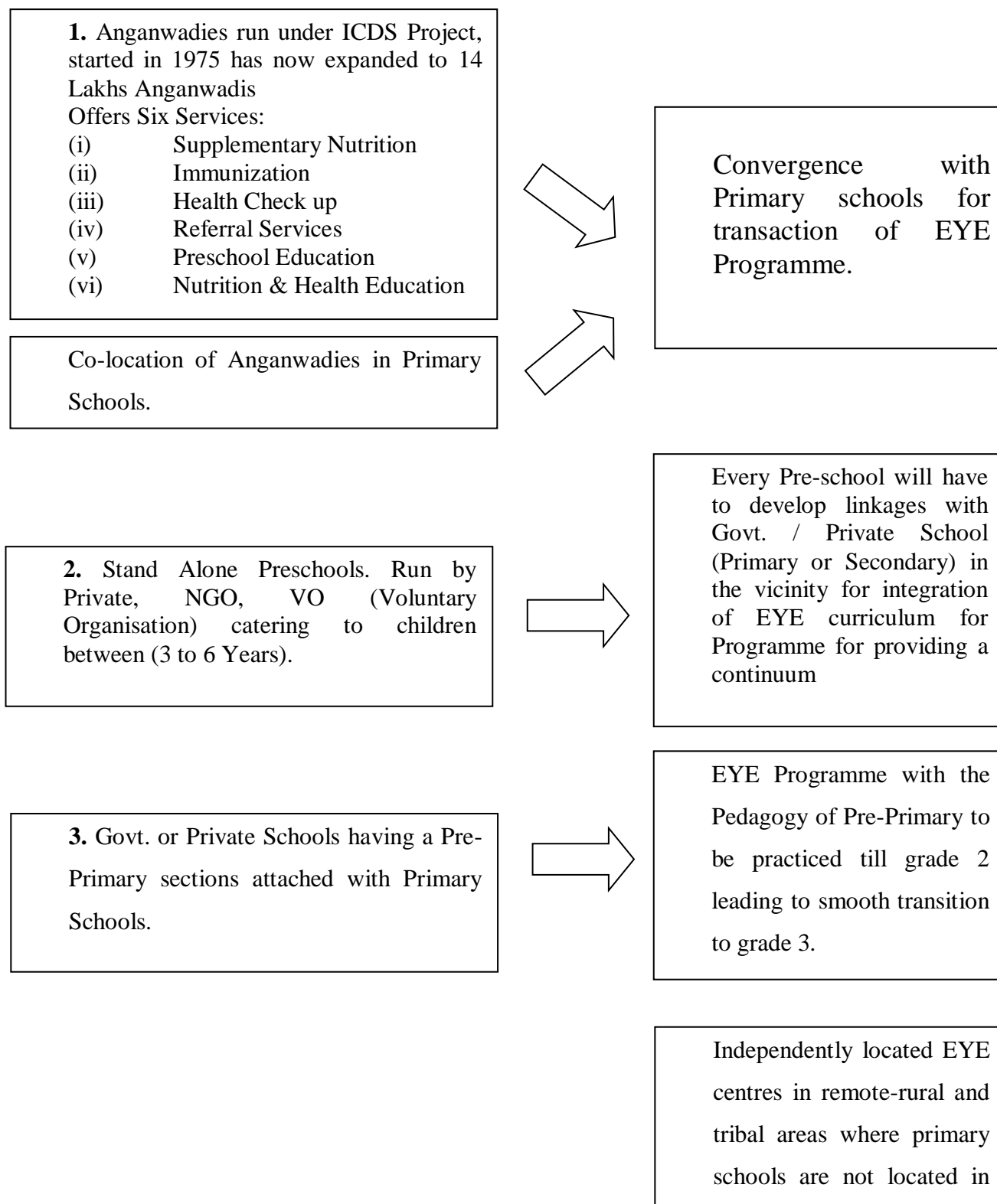
- Preschools which are Private or run by NGO's / VO's should develop linkages with Govt. / Private/ Primary/ Secondary Schools in their vicinity for seamless transition for EYE Programme.
- All Government/Private Schools having a Pre-Primary Sections should look at 4 years of early schooling as a continuum and change the Pedagogy of classes I & II.
- ICDS Anganwadies should develop convergence with the Primary Schools in the vicinity for the conduct of EYE Programme.
- It is envisaged that in remote Rural and Tribal areas where Primary Schools are not easily accessible independently located EYE centre can be started.

Hence these guidelines have been planned and developed from the point of view of serving both as guidelines for planning and setting up and providing quality early years learning experiences to children and also a reference document specifying basics against which to evaluate and regulate the quality of EYE program being implemented.

## **MODELS OF PRE SCHOOLS**

### **EXISTING**

### **PREPOSED**





## PART II

### BASICS of Quality EYE

#### Chapter- I

#### PHYSICAL INFRASTRUCTURE

Early Years Education (EYE) is essentially a play and activity based program for which adequate infrastructure including indoor and outdoor space is a prerequisite. Adequate infrastructure would imply not only sufficient space for free movement but also appropriate in terms of safety, sanitation, light and ventilation.

### 1.1 LOCATION

#### *Essential*

The building should be located at a site that is:

- Easily accessible to the children i.e.  $\frac{1}{2}$  to 8 km radius of the locality to which it is catering. Distance may depend on the transportation facilities available in the area. If children have to walk it should be within  $\frac{1}{2}$  to 1 km radius.
- Away from heavy traffic, ponds, well, ditches, *nallahs*, *pollution*, heaps of garbage, cattle shed/animal shelter, slush, stagnant water and uncovered drains.
- The building must be surrounded with boundary wall or a fence to mark the safe area.

#### *Desirable*

- The centre may be located on the ground floor.
- There may be a direct approach road for easy transport and delivery of supplies.
- The centre may preferably be in the same premises of the primary school or it should be close to or adjacent to a primary school.
- The immediate surroundings of the centre may have plenty of natural resources which can be used as educative material.

### 1.2 PLAY AND ACTIVITY AREA (OUTDOOR AND INDOOR SPACE)

#### 1.2.1 Outdoor space

##### *Essential*

- A minimum of 15x20x30 sq. meters of outdoor space should be provided for a group of 25 children.
- Area should ensure safety of children i.e. prevent them from running out and getting hurt from grievous injury.

##### *Desirable*

- Area may include both paved and cemented as well as *kachcha*/grass covered surfaces.

- Small slopes and steps may be provided for specific activities like climbing and sliding etc.

***Note:** in situations where outdoor area is not available then provision for this may be made while planning the indoor space.*

- Provision for a variety of activities like running, jumping, climbing, cycling, sand and water play, gardening etc. may be made. Sand pit may be created under some shady place like under tree. Water play area can be created in both indoor as well as outdoor area.
- A balance between sunny and shaded areas may be ensured.
- There may be a storage space for keeping play equipments.
- A tree to hang swings may be useful.

### **1.2.2 Indoor space**

#### *Essential*

- A minimum 5x7 =35 sq meters indoor space should be provided for a group of 25 children.
  - Rooms should be adequate in size for groups of up to 25 children to be able to sit, move about and participate in activities.
  - Indoor space must include adequate classrooms, storage space and child friendly toilets.
  - Classrooms, corridors and outdoors must be kept clean and walls well plastered.
  - Rooms should be well ventilated and have adequate light by means of windows that can be opened, a working air coolers and fans.
  - Windows must extend below the height of children to view outside and get plenty of sunlight and fresh air. All windows must have grills and net to prevent mosquitoes and curtains to adjust light and to prevent dust coming inside the classroom.
  - Stairs must have handrails to facilitate children and prevent fall.
  - Provide ample space for display of children's work and other pictorial material at children's eye level i.e. approximately 3 to 4 feet above the ground.
  - A durry/mats and a set of low and light tables/nest of tables for a group of 5-6 children for art work, paper work etc. are essential.
  - Provision of running blackboard/ whiteboard at low level for scribbling, free drawing by children should be provided.
  - Furniture and equipments must be of correct size and height of the children.
- Note:** the height of the table should be about 30 cms approximately. A low rack/built in shelf should be there in the room. The size of low rack having three to four shelves should be 60 cms in height and 30 cms depth approximately for keeping children's belongings, play materials etc.*
- Individual space for children to keep their belongings like bags and bottles etc.
  - There should be low seating for the teacher so that s/he can be at the level of children.

- Learning material should be safe and has potential for learning and direct manipulation by children.
- Each early classroom must have low open shelves (or open big baskets) to store the play and learning material and these must be duly labeled with pictures and print to enhance literacy skills in young children.
- The learning or activity areas should be created in the classrooms. Care should be taken to design areas such that they are visible from every part of the room. This enables teacher to see all the children and ensure they are safe. The following are the suggestive activity areas:
  - **The library and literacy area:** This area should have a variety of age appropriate children's magazines, information books, picture books, story books, big books, local folk tales, thematic books and comics.
  - **Doll's area/ dramatic play corner:** The materials here can include: various kinds of dolls, doll-sized furniture and clothes, doll-sized cooking utensils (pots, dishes, spoons etc), pretend food (vegetables or fruits made of clay), dress- up clothes (scarf, cap, stole, jacket, small sari, long pieces of cloth etc.), combs and a mirror.
  - **Discovery/ science area:** It should be equipped with materials like: ramps and wheels, magnifying glass, shells, plants, seeds, magnets and iron filings, weighing scales and weights, measuring tapes, or any other locally available materials.
  - **Block building/ manipulative area:** This area should have blocks of different colours, shapes and sizes; puzzles; matching cards; lacing strings/lacing cards; threading strings and beads; small toys such as cars, trucks, animals, people figures; and other objects from the environment.
  - **Art Area/ creative corner:** The material in this area includes different types of papers, crayons, pencils, washable markers, slates, different coloured chinks, pieces of fabric, paints, brushes, tape, play dough/clay, rolling pins and boards, old newspaper and magazines for collage and ice-cream sticks.
  - **Music area:** The music area may be equipped with a, dhapali, bell, bowls, flutes, tambourines, string instruments, other local musical instruments, tape recorder and a variety of DVDs of songs and rhymes. This corner may have material such as ribbons or scarves for the children to use to promote creative movement.

#### *Desirable*

- There should be a library in each centre having appropriate resource material and educational audio-visual aids for practitioners and young children.

- In case of inadequate space in the classrooms, a separate activity room can be created with ‘interest areas’ where there should also be a provision of ICT such as Television/ Smart Board/ Computer etc.

### **1.3 FACILITIES FOR THE STAFF**

- A separate area or the room must be provided for staff to keep their belongings or resource material, plan activities, do administrative work and meet/interact with parents.
- Tables, chairs, stool or bench and small almirah should be available in the room.
- Toilet for the staff should also be provided, separately.

### **1.4 FACILITY FOR DRINKING WATER**

- Facility for safe drinking water should be provided. In case water purifiers are being used in the preschool, it should be serviced regularly and refilled.
- Provision should be made for washing the glasses/ tumblers after use.
- Drinking water should be stored in covered vessels which is regularly cleaned and refilled with hygienic handling.

### **1.5 SANITARY FACILITY**

#### *Essential*

- Separate toilets for boys and girls, suitable for children.
- Toilets should be safe and have regular water supply.
- Soap/hand wash and clean towel should be made available.
- Bathroom fixtures and sinks may be provided at the level children can reach easily.
- Garbage bin with a lid should be provided in each class and in outdoor area.

#### *Desirable*

- Exhaust fan may be installed in the bathroom window and the kitchen.

### **1.6 SLEEPING/REST FACILITY**

It is essential to provide some time for rest/ nap during the day’s program. A clean mattress with sheet along with a comfortable pillow should be provided for this.

### **1.7 FACILITIES FOR CHILDREN WITH SPECIAL NEEDS**

To accommodate children with special needs following facilities must be ensured:

- Construction of ramps with rails and stationary bridges. These will facilitate such children approach the indoor and outdoor area and access play equipments.
- Equipments, play learning material, furniture and other facilities should also be suitable for children with disabilities.
- Play learning material for children with special needs should be made available in all the activity areas.

- Toilets must have appropriate accessories and adaptations for children with special needs.

## **1.8 STORAGE SPACE**

### *Essential*

- Storage space (*both for teacher and children*) should be provided for storing material like paper, crayons, teaching learning material etc.
- There should be storage shelves for keeping the folders and portfolios of all children.

### *Desirable*

- Each child may be provided a locker or a small shelf for personal use. These may be at a height within easy reach of the child.
- Separate store rooms/space may be provided for storage of material and food stuffs.

## **1.9 TEACHING LEARNING MATERIAL AND EQUIPMENTS**

Following is the list of suggestive outdoor and indoor material and equipment:

### **1.9.1 Outdoor equipment/material**

- Commercially available or improvised equipments for providing experiences like climbing, jumping, balancing, swinging, swaying, cycling etc. should be provided.
- Large and small balls, old tyres and rings etc. should be provided for throwing rolling, catching and kicking experiences.
- Sandpit/sandbox, trays, plastic strainer, sievers, containers, plastic mugs, katoris etc. should be provided.
- A big tub, bucket, mugs and cups of different sizes, sieves and floating toys for water play should be provided (*Refer to the list of essential learning materials and equipment in Annexure I*)

### **1.9.2 Indoor equipment/material**

- Material for manipulative play: form boards, mosaic, tiles, nesting toys, beads, wire, leaves, twigs, pebbles, puzzles, clay and sand etc.
- Material for constructive play: wooden/plastic blocks, boxes, plastic tubes, carton etc.
- Material for imaginative play/role-play: dolls, puppets, doctor set, old dresses, masks, toys, kitchen utensils, mirror, old spectacle frames, purses, old shoes, weighing scales and clock etc.
- Commercially available or indigenously available materials to foster specific skills. (*Refer to the list of essential learning materials and equipment in Annexure I*)

## STAFFING

Minimum Qualification & Salary

As per Govt. Norms

XII Std. Pass with 2 year  
Diploma in Preschool  
Education recognized  
by NCTE  
Salary as per norms for  
Primary School Teacher

VIII Std. Pass Min. 18  
Years of Age.  
Induction training in ECE  
Should be provided.  
Salary as per State norms  
for Semi-skilled person

Police verification  
should be done.

Police verification  
should be done

### CORE STAFF

#### Administrator

(Principal of the Primary  
School)

#### Teacher

1 for 20-25 Children up to  
age 3-6 Years at pre-  
primary.

1 for 25-30 children for  
primary (as per RTE  
norms.)

#### Helper

1 for 20-25 Children up to  
3-5 years.

1 Helper shared between 2  
classes for 6-8 years.

#### Security Guard

### SUPPORT STAFF

- Cook
- Accounts Person
- Peon
- Gardener

### DESIRABLE

#### Supervisor Or Incharge

Where there are more than  
4 sections for EYE  
Programme. The Senior  
most teacher should be  
designated as Incharge of  
EYE Programme.

#### Assistant Teacher

Wherever there are more  
than 25 children in a class  
an Assistant Teacher is  
recommended.

- Parent Volunteers
- Local craftsmen artisans  
willing to work with  
children.
- Art & Craft Instructors
- Music instructors

## Chapter - II

### THE EYE STAFF

The EYE staff should be carefully selected based on their education, experience, and dedication to a progressive learning.

#### 2.1 REQUIRED STAFF, QUALIFICATION, RESPONSIBILITIES AND SALARY STRUCTURE

The EYE centre should have following staff:

Staff	Qualification	Responsibility	Salary
Head of the Centre	The Head should have the requisite qualification as prescribed by the State or the Board.	Maintaining the quality of Basics of EYE	As admissible by the concerned government
Supervisor or In-charge	Bachelor's degree in any discipline with training in Early Education or D.El.Ed or B.El.Ed. (with two year of teaching experience and training in early education) with minimum of 2 years of teaching experience	Monitoring, Supervision and Liaison	As admissible by the concerned government
Teacher	As per NCTE norms	<ul style="list-style-type: none"> <li>Ensuring safe environment for children's learning and development</li> <li>Providing developmentally appropriate teaching learning practices and experiences</li> </ul>	As admissible by the concerned government
Helper	At least X standard pass with training in dealing with children	Ensuring children's safety, meeting basic needs and assisting with daily activities.	As per Government norms for Semi skilled
Other support Staff (cook, accounts person, office peon, gardener, security guard,	At least X standard pass	Maintaining hygiene, cleanliness, sanitation, safety and security of children.	As per Government norms for Semi skilled.

<i>cleaner etc.)</i>			
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*Note: It should be ensured that all those working in the EYE settings do not have any criminal record and their police verification should be done.*

## **2.2 TEACHER-CHILD RATIO**

<b>Age</b>	<b>Ratio</b>
For 3 to 4 years old	1:25 with the helper
For 4 to 5+ or 6 years old	1:25 two classes/ sections may share a helper
6+ to 8 years	(As per RTE Norms)
*Resource teacher trained in Special Education ( <i>Optional</i> ).	

\*Wherever, there are children with disability additional support staff may be required.

## **2.3 PROFESSIONAL DEVELOPMENT OF TEACHERS**

Training of functionaries of EYE program is very essential particularly keeping in mind the specialized nature of EYE. Organisation offering the EYE program should ensure that there are regular refresher course, workshop, visit to other schools, self evaluation techniques etc. for the teachers and helpers so that they can update their knowledge and enhance their efficiency.



## **Chapter- III**

### **AGE OF ADMISSION AND ADMISSION PROCEDURE**

#### **3.1 AGE FOR ADMISSION**

A child is ready to enter in an organized EYE program on completion of 3 years of age by 31 March of an academic year, when, s/he:

- is able to tackle separation anxiety from family.
- has developed some verbal competence and can communicate basic needs.
- has become toilet trained.

The child will move to the early primary class by 5+ years. As per RTE Act 2009 age of admission in class I is 6 years.

#### **3.2 ADMISSION PROCEDURE**

- The admission procedure in EYE program should not involve any evaluation/Interview/Interaction of children.
- No child below the age of three years should be admitted to EYE program.
- Admission should not be denied to children on the grounds of religion, caste, race, region, sex, disability and socio-economic status of the family of child.

Following suggestive strategies may be adopted for admission:

- Restrict admission to children residing within a specified range (neighborhood scheme) .
- Categorization of applications needs to be category-wise and draw of lots in each category.

## **CHAPTER- IV**

### **CURRICULUM DESIGN, PEDAGOGY AND ASSESSMENT**

The curriculum is the sum total of everything that happens in the classroom, and its contents can be drawn from the child's entire natural and social world. The pedagogy and practices to be followed by the teacher must be drawn from the basic early learning principles, and should be adapted to the age of the child. Children need help in getting gradually accustomed to the formal routines of the school as well as in learning the basics of literacy (reading and writing) and numeracy (understanding and applying mathematical concepts and gaining systematic knowledge of the social and natural environment. That is why it is suggested that the basic early learning principles should be the basis of EYE curriculum for the complete four years. This would help in the transition to a different stage of education. This will not only prepare them for the next level of learning but also support them throughout their life.

#### **4.1 BASIC PRINCIPLES FOR EYE CURRICULUM**

Based on the understanding of insights and philosophies of different practitioners and thinkers, the following are basic principles of EYE curriculum:

- Play as the basis for learning
- Art as the basis for education
- Blend of the textual (basic literacy and numeracy) and the cultural
- Mix of formal and informal interaction
- Experience of both familiarity and challenge in everyday routines
- Primacy of experience rather than expertise
- Developmentally appropriate practice and flexibility
- Use of local materials, arts, and knowledge
- Integration of health and well-being based on healthy habits.

#### **4.2 DURATION OF EYE CURRICULUM**

##### *Essential*

- The duration of the EYE program should be 6 hours (*4 hours for pre-primary and 6 hours for early primary classes*). However, when children have to be accompanied by older sibling/children of the primary school the timings of the pre-primary section should coincide with the timings of the primary classes.
- The program should provide for some rest period during the day. A program which is of longer durations should provide facilities for nap time also.
- The teacher should come 15 minutes earlier than the children and leave 30-45 minutes after them so that s/he can make preparations for the next day.

##### *Desirable*

Children may attend EYE program for five days in a week i.e. Monday to Friday; Saturdays may be utilized by the teachers for program evaluation, planning of the next week's program, preparation of materials etc.

#### **4.3 CONTENT, PEDAGOGY, PRACTICES AND ASSESSMENT OF EYE THE CURRICULUM**

- The EYE program should be holistic in nature. The content of the EYE program should include activities for
  - Physical Well-Being, Health, and Motor Development
  - Personal, Social and Emotional Development
  - Creative, and Aesthetic Development
  - Language, Communication and Literacy Skills
  - Environmental Awareness, Development of Scientific Temper and developing Mathematical thinking and Reasoning
- The EYE program should therefore provide for:
  - regular medical check-up of children and provide follow-up and referral services wherever necessary
  - growth monitoring through maintenance of height and weight records through monthly/bi-monthly records.
  - snack time; daily provision of supplementary nutrition in accordance with the nutritional status of children
- The EYE program should be child centered, developmentally appropriate and process oriented. Play-based early learning activities should be planned in ways that would expose children to a variety of experiences which will -
  - enable them to feel secure and happy.
  - promote their large and fine muscle development.
  - promote their language, communication and literacy skills.
  - promote their cognitive skills.
  - foster creativity in them.
  - promote their personal. social and emotional development.
  - enhance reading, writing and early mathematics skills
- A record of the children's work should be maintained.
- Assessment of children should be continuous and comprehensive.
- Parent and community involvement with frequent parent-teacher meetings should form a vital part of the EYE program.
- Medium of instruction should be child's mother tongue / local vernacular.
- Some points to be considered by the EYE Teachers:
  - Develop knowledge and skills in all areas of early learning and development.
  - Help children learn how to learn.
  - Understand individual differences and learning styles.
  - Respect individual patterns, pace and timings of learning.

- No child should be subjected to the physical punishment, mental harassment and abuse.
- Some Strategies for Classroom Interactions:
  - Proceed from concrete to abstract experiences.
  - Have a balance of child-led and teacher-initiated interaction.
  - Encourage cooperative learning.
  - Use the thematic method to initiate integrated learning.
  - Work for the active involvement of *All* children.
- For building Teacher–Child Relationships:
  - Allow children to express themselves through conversation, encourage them to voice their thoughts.
  - Accept, respect and comfort children.
  - Share their trials and triumphs.
  - Be responsive, offer warmth and reach out to *All* children.

Ultimately, even the best curriculum can be transacted only by a trained and sensitive teacher. To make a success story of EYE curriculum from 3 to 8 years, a new type of teacher is required, one who is professionally trained and specifically sensitized to the perspectives of child development. The professional preparation of teachers calls for thoughtful planning of training sequences relevant to the developmental needs of early childhood.

## **CHAPTER- V**

### **SAFETY, HEALTH, HYGEINE AND NUTRITION**

The physical environment of the center should be designed in a manner where they feel safe, secure, comfortable, at ease and where they enjoy exploring and learning. It must be seen that children's needs are met. The helpers and other support staff should be trained how to supervise and look after the young children. There must be adequate staff to maintain hygiene, sanitation, ensures safety, security of children in the center. The center must provide basic sanitation facilities such as healthy, safe and nutritious meals, safe drinking water facility, cleanliness in and around the school, dustbins with lids at appropriate places, adequate light and ventilation.

#### **5.1 SAFETY PRECAUTIONS IN INDOOR AND OUTDOOR**

- There must be child-friendly and disabled-friendly functional toilets separate, both for boys and girls.
- The classroom should have adequate space for movement; the play space should ensure safety of children i.e. prevent children from running out and getting hurt from grievous injury.
- The furniture and toys need to be child –friendly and free from any sharp edges.
- Doors should be light in weight and should not be of self locking or swinging type.
- There should be mesh in all the windows to prevent mosquitoes coming in.
- No toxic paint should be used for play material/ equipment. The equipment should not have any sharp corners, jutting nails etc. and should be sturdy.
- Play material should not have any loose parts which children may swallow by mistake.
- Maintenance of outdoor equipment should be regularly attended to, in order to protect children from injury.
- Electric outlets which are accessible to the children must have protective caps when outlets are not in use.
- Any arrangement made by the school for transporting children should be safe, comfortable and convenient.
- Items of potential danger or cleaners like: flammable liquids, toxic material, soaps and detergent etc. must be kept in original container with original label. These should be stored in an area not in use by the children and is away from the kitchen.
- During cleaning, daily inspection of indoor and outdoor area must be done to search for sharp objects (needle, pins, branches), poisonous foliage and mushrooms, bee or wasp nest and depth of area under swings.

### **5.1.1 Identity Cards**

- Every EYE center must provide photo identity card to each child.
- Who so ever is coming to pick and drop children must carry their identity cards issued by the school administration. Security guards must check their Identity cards every time they enter in the school premises.

### **5.1.2 Pickup and Drop off Facility**

- There should be a designated place to drop and pick up the children by the parents. Teachers of their respective classes must be present at one side of that area and should themselves, handover the children to their parents/ guardians.
- The place must be restricted with door/ screen or rope. Any outsider and parent should not be allowed to cross the restricted area.

### **5.1.3 Closed-Circuit Television (CCTV)**

- CCTV cameras should be installed in all the classrooms. So that, the entire center could be monitored video surveillance.
- Camera should also be installed at the entry and exit gates, at reception area, waiting area, play ground, outside the toilets, and corridors.
- At least one security guard should be assigned duty to continuously observe the activities on TV screen.

### **5.1.4 Child Abuse and Rights**

- No physical or emotional abuse. No corporal punishment. Children should not be neglected.
- All teachers must be trained to identify, understand and respond appropriately in case they observe any signs of child abuse /neglect.

### **5.1.5 Handling Emergencies**

#### **5.1.5.1 Emergency protocol**

All EYE centers must have clear written procedures in the event of emergency. The staff must follow the following procedure:

- One staff stay with injured child
- One staff to telephone for an ambulance and child's parents.
- If possible transport the children directly to the hospital.
- 2-3 staff stay to take care of other children.

- All accidents or incidents should be recorded in an accident or incident register with time and nature of accident/incident and the action taken.
- Accidents that do not require any medical treatment must be reported to the parents or guardians on the day that occurred.
- Emergency numbers (ambulance, fire safety, police, doctor etc.) should be kept handy. Following important numbers must be made available on display board and pasted in each classroom-

*Important Phone Numbers*

- Principal \_\_\_\_\_
- Pediatrician \_\_\_\_\_
- Hospital or Nearest Emergency Facility \_\_\_\_\_
- Ambulance \_\_\_\_\_
- Fire Department \_\_\_\_\_
- Gas \_\_\_\_\_
- Electrician \_\_\_\_\_
- Police \_\_\_\_\_
- Child helpline \_\_\_\_\_
- Other \_\_\_\_\_

#### **5.1.5.2 Pest control**

There has to be Periodic pest control to prevent dengue, chikungunia and malaria like diseases.

#### **5.1.5.3 Disaster management:**

- A diagrammatic building evacuation plan should be displayed near exit in each center. Also, fire and earthquake drill/building evacuation may be practiced regularly.
- Normal and emergency exits must be well marked with approved 'EXIT' signs. Exit points and ways should also be kept free from obstacles.

#### **5.1.5.4 Fire safety**

There must be fire safety equipments installed such as fire extinguishers at appropriate places

#### **5.1.5.5 Telephone**

Telephone must be available at the nearest location to the class to avoid chaos in case mobile phone signals are not working.

#### **5.1.5.6 Availability of First Aid Kit**

Medical kit must be updated regularly and kept in one designated place that should be readily accessible to staff, but kept out of the reach of the children

- Bandages
- Sticking Plaster
- Sterilized surgical cotton wool

- Gauze
- Thermometer
- Scissors
- Pincers
- Antiseptic ointment
- Potassium Permanganate
- Gentian violet
- Mercurio Crome

## **5.2 HEALTH, HYGIENE AND NUTRITION**

### **5.2.1 HEALTH AND IMMUNISATION**

- The immunization record of ALL children must be checked.
- There should be regular health check-up of children by a registered medical practitioner.

### **5.2.2 HYGIENE PRACTICES**

- Children should be cleaned if they spoil their clothes or urinate in the classroom. Sometimes they vomit in the classroom; their clothes need to be immediately changed. Running nose is most common; use of handkerchief must be promoted.
- Both indoor and outdoor environments must be clean with provision of big dustbin with lid.

### **5.2.3 SUPPLEMENTARY NUTRITION**

#### *Essential*

- Meal times should be pleasant and learning experience for *All* children
  - The eating area must be clean and hygienic.
  - *All* children deserve nutritious balanced meals.
- If meal is provided by the school then, every child should be served at least one hot cooked midday meal locally produced and one mid-morning or mid-afternoon snack as per age requirement.

#### *Desirable*

- There has to be a separate kitchen for cooking nutritionally balanced meals (if nutrition is provided by the EYE center).



## **CHAPTER-VI**

### **RECORDS AND REGISTERS**

For efficient management of EYE program there is a need for maintaining systematic records and registers. These should be simple in format to facilitate their maintenance. The filling of records and registers should not be so cumbersome as to be done at the cost of the actual implementation of the program. Given below are some essential records and registers which each EYE centre must keep and maintain regularly.

#### **6.1 Records**

##### *Essential*

- **Admission Records**
  - Registration forms
  - Personal data sheet of the child
  - Detailed background information of the child
- **Progress Records (Portfolio)**

Records of progress of children in the various developmental aspects at given period of time on the basis of:

  - Children's work
  - Teachers observations
- **Teacher Diary**

Monthly and Daily program diary of teachers

#### **6.2 Registers**

- Attendance Register of
  - Staff
  - Children
- Accounts Register
- Stock Register
- Staff Profile
- PTM Register

Ensure that the records of the EYE program are open to inspection, by any officer authorized the Government at any time.

#### **6.3 School Calendar**

##### *Desirable*

The centre must plan and develop a school calendar where probable dates of various upcoming events and activities of the year must be mentioned. It should be developed at the beginning of academic session. Following are the suggestive content:

- Information about general, local and gazetted holidays
- Dates for parent teacher meetings (PTMs)
- Dates for field trips, excursions, sports, cultural events etc.

## **CHAPTER-VII MOVING AHEAD**

The field of education cannot progress unless strong linkages are established between policy, makers, planners, organizers and providers. Finances and resources, both human and material must be made available to the EYE program. To enhance funding, community resources need to be mobilized.

### **7.1 COMMUNITY AWARENESS AND PARTNERSHIP**

Partnership with parents, families and the community is a key component of EYE program. This partnership involves a two way process: involving parents in the EYE program as partners and educating them. The EYE centre should ensure the involvement of parents in their children's interest and choices, and maintain close relations with the community and the community leaders.

#### **7.1.1 Areas of Parent and Family/ Community Involvement**

- Teachers should involve parents/ guardian with children in the activities of the centre so that they are able to replicate the same or similar activities at home.
- S/he must involve them in the development of Teaching Learning Material (TLM). *For example; toys, puppets, story chart, story box, flash cards, doll's and masks etc.*
- They may also be involved in the preparation of food items and serving meal.
- Parents may be involved in organising cultural activities, field trips, excursions and visit to the fair etc.

#### **7.1.2 Areas of Parent Education**

Parents should be oriented regularly during PTMs or on other occasions in which following topics can be discussed:

- About EYE
- What and How children learn.
- Counseling regarding behavior problems of children.

### **7.2 COORDINATION AND CONVERGENCE**

- Effective implementation of EYE program requires coordination and convergence among different departments, and sections within departments, dealing with different components of health, care and early education.

- Convergence and coordination is particularly required in planning and monitoring aspects, while implementation of services can be sectorally carried out, if required. Some possible areas of convergence could be in the form of support in providing *package of services, infrastructural facility, salary of additional staff, providing play and learning material, setting up of new centres, providing linkages (home to EYE centres and EYE centres to the completion of school education), synchronizing timings, providing extra care, training to the staff etc.*

### **7.3 INSTITUTIONAL SUPPORT AND PARTNERSHIPS (NCERT, SCERTs and DIETs, MLTCs, Universities, NGOs and Private Sector, Technical Partners)**

Institutional support must be ensured through partnership with different organizations for planning, administration, monitoring and evaluation. Following should be planned:

- Capacity building programs for all officials, and the members of elected bodies and various civil society bodies.
- A group of resource agencies like NCTE, NCERT, SCERT and DIETs, MLTC, Universities, NGOs and Private Sector, Technical Partners etc. having technical expertise and experience in early education should be created for providing support.
- Responsibilities must be shared by resource agencies with the Department of SE&L, MHRD for capacity building and implementation of EYE program.
- Onsite academic support should be provided by the CRC, BRC, CDPOs Supervisors.

### **7.4 EYE AND TECHNOLOGY**

- Teacher should learn to use technology to support children's learning; technology should be used for advocacy; professional development; planning; administration; monitoring and evaluation of the EYE program.
- Software for children should enable children to explore and choose activities; promote imagination; and provide quick feedback to retain interest.
- It should be mediated by the adults and offered in socially interactive environment.
- Passive technology should be discouraged.

### **7.5 MONITORING AND SUPERVISION**

- There should be continuous monitoring of EYE classroom processes and practices.
- The Headmistress/ Headmaster must provide on the spot guidance to the teachers.
- The Headmistress/ Headmaster must observe the safety and quality of education.
- No child should be left unsupervised within the EYE center.
- The teachers and helpers must supervise the children's play in interest areas.
- School inspectors, Zonal or Mandal level education officers and district education officers. They must visit the center regularly. The school inspector should visit the EYE centers more frequently and report to the zonal education officer; Zonal education officer must visit the center at least once in 3 months and report to the district education officer. District education officer should visit centers regularly. Visit should be meaningful and they must spend at least 1½ hrs in each center.

## 7.6 REGULATORY MECHANISMS

The responsibility of developing and implementing learning standards and a regulatory framework lies with the government. To ensure some degree of standardization of quality in EYE program it is recommended that States should develop their own regulatory mechanism.

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## ANNEXURE - 1

### List of Essential Materials and Equipment

Domains	Materials and Equipment
<b>Physical and Motor Development</b> <b>a. Gross Motor Skill</b>	<p>Large size blocks, wheel toys, climbers, tires, balls of different sizes, Balance beams, ladders, jungle gyms, tire structures, tunnels, slides, swings, sea-saws, hanging bars, pushing and pulling toys, tri-cycles, toy cars, trucks, aeroplanes, bean bags, hula hoops, ropes, balance planks</p>
<b>b. Fine Motor Skill</b>	<p>Button frames, shoes for lacing, beads for stringing, building blocks, puzzles, fastening frames, locking devices, interlocking blocks, lego blocks, zipping frames, sewing cards, geoboard, foam blocks, sieves, blunt scissors, weaving cards, hammering toys, sand tools, unit and hollow blocks, adequate space for block building, sewing cards, spools to string, eue-dropper, funnel.</p>
<b>Social Development</b>	<p>Activity prop boxes, including materials related to the child's experience, such as post office, doctor's kit, house-keeping materials, toy telephones, grocery, puppets and puppet stage, toy money, pictures of helpers, dolls, doll house, name puzzles, name cards, dress-me dolls, musical instruments and so on. Activities or experiences that allow two or more children to work and share together, discarded telephones, old cameras.</p>
<b>Intellectual or Cognitive Development</b>	<p>Sensory material (feely bag, touch cards, texture books, etc.) magnifying glass, dominoes, different shapes, colour cards, matching games, building block props (stop sign, toy trucks, etc.) manipulative materials (puzzles, material for one-to-one correspondence, bingo-type games, colour lotto, seriated shapes, pink tower (montessori), peg boards, nuts and screws, inset boards, geoboard, colour dominoe, shape dominoe, number dominoe, stacking and nesting toys, counting books, ordering set of objects (shortest to tallest, biggest to smallest number rods, abacus, take apart toys), pan-balance, texture numerals, leaves, stones, pebbles, twigs, flowers, picture</p>

	<p>cards, water-play toys, mirrors,</p> <ul style="list-style-type: none"> <li>- Collections of real objects for sorting and counting: buttons, shells, keys, pebbles, seeds, nuts and so on.</li> <li>- Cuisenairre rods</li> <li>- Geoboards and rubber bands</li> <li>- Play money</li> <li>- Balance scales</li> <li>- Counting books</li> <li>- Pre-number concept books</li> <li>- Sound jars</li> <li>- Smelling jars</li> <li>- Magnets</li> <li>- Funnels</li> <li>- Locks and keys</li> <li>- Seeds, small containers and potting soil</li> </ul> <p>Sequential thinking cards, reasoning cards and other such material that allow a child to reflect on, act on and learn from.</p>
<b>Creative Development</b>	<p>Varied kind of paints, varied sizes and textures of paper, sketch pens, markers clay (plasticine, potter's clay and home-made dough), mixing bowls, glue, cloth / fabric pieces, weaving frames, blunt scissors, thick crayons, bushes with long handles, yarn / wool, rolling pins and cooking cutters, coloured chinks, sponges, paper plates, water colours, nuts and bolts, plastic squeeze bottles, egg cartons, easels, open shelves, rhythm instruments (cymbab, rhythm sticks, bells, xylophone) for music and movement activities, materials for making print (fork, rolling pin, spools, vegetables, blocks), dress up clothes, straws, wood scraps and any such other materials that children can use to represent their world.</p>
<b>Language Development</b>	<p>Concept books, picture books, chalk board, word-less pictures books, on familiar subjects, story books, information books, puppets, finger puppets, dress-up clothes, cassettes of stories and rhymes, language games, picture charts for language experience, textured letters, picture dominoes, letter-picture domino, letter-picture puzzles, puzzles of story characters, story cards, finger plays, <b>reading-readiness material</b> - picture lotto games that have pictures labeled with words, picture dictionary, name puzzles, road and traffic signs, manipulative alphabet material, old typewriter, computer, conversation charts on different topics, pictures of all kinds of objects, plants, animals and people, rhyming, sound cards, alphabet board, flannel board with cutouts characters, alphabet books, teacher and child made books.</p> <p>Magic slates, running small chalkboards, chalks, sand trays, writing</p>

	<p>templates (circle, square, triangle and clove shape), name cards, alphabet chart pasted on the wall in literacy area, bulletin board to display samples of childrens' writing, variety of white and coloured paper, thick crayons, thick pencils, erasers, alphabet letter print set and stamp pad, rug, storage and display rack for books, discarded rubber stamps.</p>
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