

Annual Report 2013-14



CECED

**Centre for Early Childhood Education and
Development**



AMBEDKAR UNIVERSITY DELHI

(Established by the Government of the National Capital Territory of Delhi)

CENTRE FOR EARLY CHILDHOOD EDUCATION AND DEVELOPMENT
AMBEDKAR UNIVERSITY DELHI

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Centre for Early Childhood Education and Development

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From the Vice Chancellor's Desk...

It gives me great pleasure to observe the steady progress CECED has made over these last four years in pursuit of the vision and goal it had set for itself, which is to advocate for age appropriate early childhood care, education and development for children below eight years, on the basis of sound research evidence. It has through these years maintained an optimal balance of its functions which include research, advocacy, capacity strengthening and quality promotion. With several achievements already to its credit, it appears to be well on its way to establishing its credibility, within this short period, as a technical resource in the area of ECED. This is clearly evident from the successful partnerships it has been able to forge with other organizations, both within and outside the country. I am happy to note that CECED's faculty and research products have also contributed significantly to the formulation of the policy on ECCE which was approved in 2013.



I keenly look forward to the findings of the path breaking longitudinal research CECED is pursuing to study the phenomenon of quality in early childhood education in the Indian context and its association with school readiness and early learning in children. The policy briefs' series brought out by CECED is particularly commendable as this contributes to narrowing the much lamented gap between research, policy and practice. I hope these briefs will be read with interest and found to be of value by all categories of personnel working in the area of ECED. I also look forward to the launch of the Master's and Diploma programmes which CECED has initiated in collaboration with School of Education Studies in ECCE with the support of Sir Ratan Tata Trust which has begun to take shape in this year. I hope it will be ready to be launched in the next academic year. CECED has also responded to state needs in this area by closely working with them.

I would like to congratulate the CECED team for the commendable work it has put in through the year which has enabled CECED to report so many valuable initiatives and achievements. I wish to thank our partners i.e., the agencies which have consistently supported CECED's activities and enabled it to become a self reliant unit of AUD. I wish CECED another fulfilling year ahead as it continues on this journey of contributing to making a change in the education and development of young children in India.

Last but not the least, I wish to express my gratitude and appreciation for Professor Venita Kaul for her visionary leadership of CECED. It is remarkable how she has built a strong team of professionals in the area of Early Childhood Care and Education. I wish her and the CECED team all the best.

Professor Shyam Menon
Vice Chancellor

Foreword

It is with a great sense of pride and satisfaction that I present the Annual Report of the Centre for Early Childhood Education and Development, Ambedkar University Delhi, for the year 2013-14. This report incorporates the achievements of the Centre through its various research and evaluation projects and advocacy initiatives in the course of one year.



We continued to make steady progress in this year with our flagship longitudinal Indian Early Childhood Education Impact Study (IECEI) and brought out the first report on Quality and Diversity in Early Childhood Education, documenting some very interesting findings. In the series of evaluations that we have been undertaking on request, we studied the Early Literacy initiative of *Katha* in Delhi. We provided technical support to an international RCT research on infancy in Orissa. Our preparations for the launch of our Master's programme in ECCE continue in full swing. We moved further on our advocacy initiatives with a 'First Years First' Campaign, conferences and seminars and reactivation of our web site and web portal. Our efforts in the area of quality promotion continued with our technical support to West Bengal and Rajasthan. Some of us contributed actively to the development of the new National Policy on ECCE.

These achievements would not have been possible but for the exemplary hard work put in by our CECEDE team, academic and administrative, who deserve a special applause. We continued to receive invaluable support from our Partners particularly UNICEF, CIFF, CARE India, SRTT, Aga Khan Foundation, the MHRD and MWCD which we acknowledge with a deep sense of gratitude. Last but not the least, I thank our AUD management, finance and administration who have consistently supported and guided us in all our ventures and facilitated our work.

I would like to express my special thanks to Dr. Sunita Singh, Visiting Associate Professor, School of Education Studies, Dr. Payal Sahu, Senior Project Officer, CECEDE and Rinku Bora, Project Assistant (Communication), CECEDE for preparing this voluminous report and to Mr. S.P. Mahla, our Finance Consultant for providing the financial information.

We hope this report will be of interest to our friends and colleagues who are working in or interested in the area of ECED. We look forward to comments and suggestions from them as we stride forward to another year of hard work, challenges and more achievements in pursuit of our goal and vision.

Professor Venita Kaul
Director, CECEDE

CECED's Vision and Structure

Mission Statement

To contribute towards the national goals of social justice and equity by promoting developmentally and contextually appropriate Early Childhood Education and Development (ECED), as every child's right to a sound foundation, and raising ECED to the forefront of policy formulation, and effective and universal program implementation.

Aims and Objectives

CECED aims to promote systemic understanding of developmentally, contextually appropriate and inclusive ECED with a focus on early learning. More specifically, it aims to:

- Expand the landscape of indigenous knowledge on ECED and narrow the gap between theory, research, policy and practice.
- Strengthen the momentum for high quality, play-based ECED.
- Critique and provide evidence-based, policy-related advice and feedback on existing programmes and provisions for children, across public, private and voluntary sectors.

Main Functions

CECED aims to provide 'a single window approach' to ECED by serving as:

- A hub for documentation, knowledge creation and theory building through longitudinal, multi-disciplinary and multi-centric research and documentation and its dissemination.
- A technical resource for promotion of quality and related capacity building for policy makers, professionals, practitioners, parents and community.
- A clearing house and a repository of information/data on ECED.

Organizational Structure

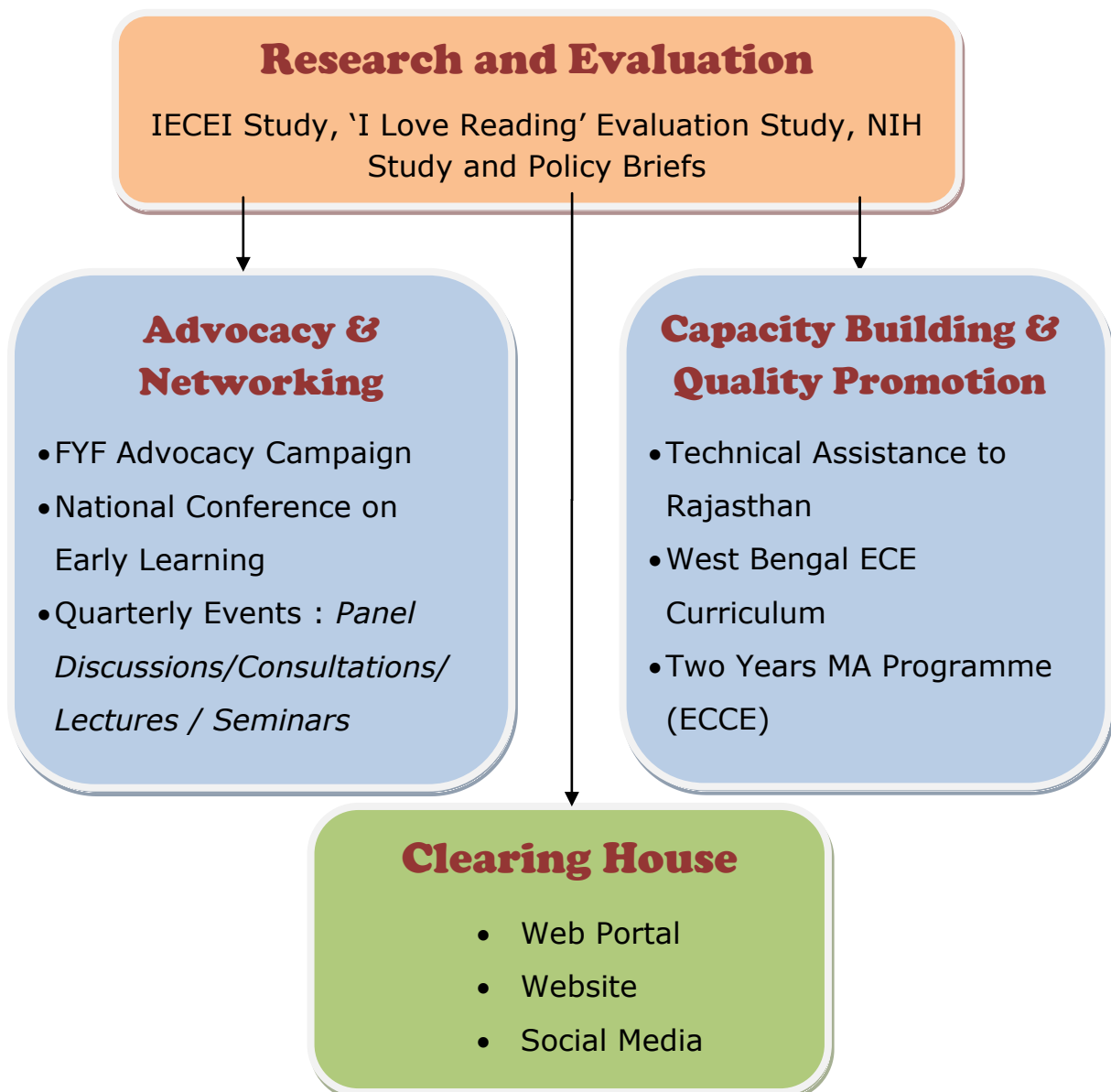
- CECED is a unit within the organisational structure of AUD and works in close collaboration with different multidisciplinary schools in the institution. It has a core team to lead and coordinate its functions. The Advisory Committee for the Centre and the Technical Committees for specific projects review progress of the Centre's activities periodically. CECED partners with other organisations and the government for more sustainable and systemic impact.
- CECED receives annual core funding from AUD in the form of the deployment of core professional and administrative staff. CECED follows a two-fold approach in planning and implementing its programmes:

- It initiates activities in its priority areas and seeks financial support from external agencies or AUD.
- It responds to requests for collaborations from National and International agencies, with project specific funding. This model is expected to ensure quality assurance and accountability in CECED's activities.

CECED: Glimpses 2013-14

Our Initiatives and Achievements (2013-14): An Overview

The operational structure of the CECED is aligned with CECED's mandate to promote evidence based advocacy for ECCE. Consistent with this thrust, the structure gives primacy to Research as the pivot, and this in turn provides the evidence base for the other functions of the CECED such as, Advocacy and Networking, Capacity Building, Quality Promotion and Clearing house functions.



On 12th October 2013, the Centre for Early Childhood Education and Development (CECED), an integral part of Ambedkar University Delhi (AUD) completed its four years. The Centre has moved from strength to strength in the last four years, and has established itself as a leading resource institution in Early Childhood Care and Education (ECCE). CECED has been closely associated with many policy related activities initiated by Government of India in the area of ECCE and has also been mentioned in the 12th Five Year Plan of Government of India. This report highlights some of the major activities and achievements of CECED for the period April 1, 2013-March 31, 2014.

I. Research and Evaluation

CECED has been engaged in the past year both, with the longitudinal research and also some brief studies which were initiated and completed within the year. We describe each of these initiatives in more detail below:

A. On-going Research

1. Indian Early Childhood Education Impact Study (IECEI)

This flagship longitudinal research project was launched by CECED in 2011 and is one of its kind study in the South Asian region. The study aims to estimate the immediate and intermediate term impact of early childhood education experiences on school readiness levels (assessed in terms of cognitive and language concepts and psycho-social skills) of children at the age of entry to grade one and sustained impact on their educational and behavioural outcomes in the primary grades. This ambitious longitudinal study which was renamed as Indian Early Childhood Education Impact (IECEI) Study is following a large cohort of 13686 children born between March, 2007 and February, 2008 in three states of India, Andhra Pradesh (now Telengana), Assam and Rajasthan. The specific research questions of the study are:

1. What are the trends in availability of low cost Early Childhood Education provisions for children and what are the levels of participation of three to five year olds in these programmes?



2. To what extent are the 3 to 5 year olds “school ready” as reflected in their cognitive, language & personal social development?
3. To what extent are school readiness levels associated with quality of children’s Early Childhood Education experience? Which elements of the Early Childhood Education content and processes have greater impact on school readiness?
4. To what extent do the gains made by children at the Early Childhood Education stage in terms of early learning, socialization and school readiness have a sustained impact at the primary stage of education in terms of their psycho-social and educational outcomes?
5. Given India’s socio-cultural diversities, how would quality be defined in Early Childhood Education?

The above mentioned research questions are being explored through a comprehensive three strand research design which is described in table 1.

Table 1: Research Plan for the IECEI Study

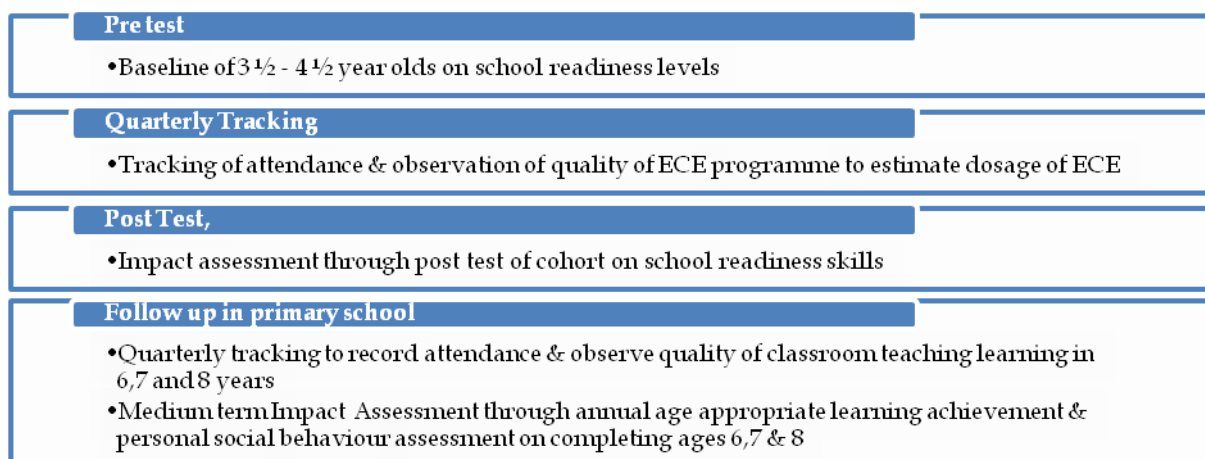
Strand	Methodology	Objectives	Sample
A	Survey method	To derive district level estimates of a) trends in participation of 4-5 year olds in ECE programmes b) school readiness levels at 5 years c) trends in participation of the cohort in primary grades d) achievement levels of children on educational outcomes at 6 years, 7 years and 8 years	362 villages 1616 centres 13868 children
B	Quasi-experimental & longitudinal	a) To study quality variations among ECE provisions across public, private & voluntary sector b) To identify significant quality variables in ECE that impact school readiness levels of children c) To what extent the gains made by children on school readiness is sustained during primary grades keeping the school quality and household factors controlled	Sub-set of Strand A sample 75 villages 298 ECE centres 2765 children
C	Qualitative Case Study	In-depth case studies of innovative practices in ECE	9 case studies, across many states

The study is being coordinated by CECED in partnership with ASER Centre. Strand A of the study which deals with the survey methodology is being executed by ASER and the strand B and C which look at the quasi-experimental and case study design are implemented by CECED with regional research partners like State Resource Centre for ECE, Andhra Mahila Sabha and National Institute of Public Cooperation and Child Development, Guwahati and other independent researchers. The research project is being funded by multiple agencies

such as, UNICEF, The World Bank, Ministry of Human Resource Development, Government of India, Children’s Investment Fund Foundation and Care India.

Strand A and B of the study are being carried out in Andhra Pradesh, Assam and Rajasthan. Strand C, which are case studies of the known ECE provisions running in the country, was carried out across a number of states such as, Gujarat, Karnataka, Maharashtra and Uttarakhand along with two project states of Andhra Pradesh and Rajasthan.

Figure 1: The research methodology followed by strand A and B



The time line of the project is depicted in figure 2 where the project activities carried out till date have been mentioned. The cohort of children, (13686 under strand A and 2765 under strand B) were pre-tested on school readiness skills and concepts between August to December, 2011. Subsequently, the cohort was tracked on a quarterly basis to estimate the dosage of ECE exposure. A year after the pre-testing, the children were reassessed on the same school readiness indicators from August 12 to January 13. This marked the end of the first phase of the study which is called the preschool phase. This also resulted in a number of interesting findings and four reports, two each from both the strands. CECED produced two reports titled, “Quality and Diversity in Early Childhood Education: A view from three states, Andhra Pradesh, Assam and Rajasthan” and “Readiness for School Impact of ECE Quality.” The former report illustrates the variations in ECE programmes available to the children in the three states and the latter explores the extent to which the sample cohort is school ready and how these levels are related to ECE exposure. The report titled “Quality and Diversity in Early Childhood Education: A view from three states, Andhra Pradesh, Assam and Rajasthan” is under publication and the report titled, “Readiness for School Impact of ECE Quality” has been sent to external reviewers for their comments. The suggestions from the reviewers will be incorporated in the report before finalizing it and publishing. These two reports help in answering the first three research questions of the study.

Variations in quality of ECE programmes available to children

The study identified three different models of ECE programmes operating in the field. These include *Anganwadi* centres, under the government supported ICDS programme, private preschools and few innovative programmes in ECE. The comprehensive and in-depth analysis indicated that there is a wide range in ECE practices not only across models but also

within a model across states, pointing to the significant contextual determinants of any ECE programme. Given India's cultural, socio-linguistic and geographical diversity, one could celebrate these different models as a reflection of this diversity, had there been adherence to a common set of principles of developmentally appropriate curriculum and quality of the ECE programme. But the study finds that it is the above two models i.e., the *Anganwadi* centres and low budget private preschools that are available to the largest segment of children in underprivileged communities in the country. These programmes depict very few elements of good developmentally appropriate practice, with a predominance of formal teaching and rote memorization, lack of basic facilities, and often a complete disregard of the age, developmental needs and capabilities of children in this stage of childhood.

School Readiness levels of children at entry age to school

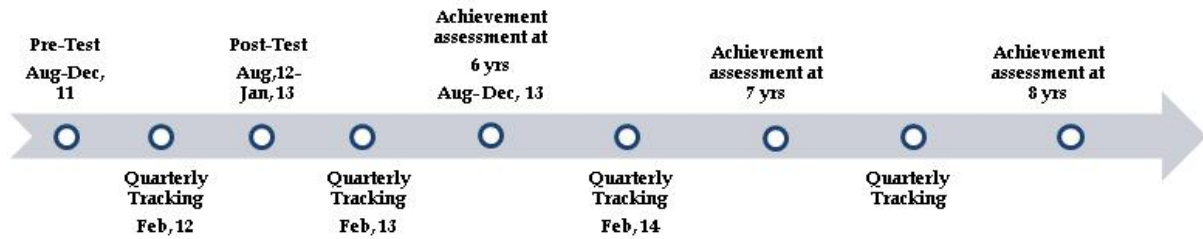
The post-test data reflect the readiness of children for formal schooling as during the end-line the children were 5 year old and 5 years is the official age of entry to primary school in grade 1 in most states of India (23 states). It was therefore important to know to what extent are the children 'ready for school' at this age. The results from the study provide a mixed picture regarding school readiness. While across the three states the children appear to be 'psycho-socially' ready to go to a primary school and negotiate the demands of the school, it is in the cognitive and language domains that the children are deficient in terms of 'readiness competencies' required for starting formal schooling in the form of 'pre academic' preparation.

Association between school readiness and ECE experience

The findings from the study indicates interesting results and shows positive association between participation of children in ECE programmes and their school readiness levels at age 5 emphasizing the importance and significant impact of ECE experience on children. The findings reflect importance of a developmentally appropriate curriculum. The broad essentials that emerged out from the data is a democratic, child friendly teacher, trained and mentored not only in age appropriate and play based activities for ECE, but in planning and classroom organization and management of a well-balanced ECE curriculum, supported by appropriate physical infrastructure.

2013 marked the launch of the second phase of the IECEI study which is called the follow up phase. The sample cohort was assessed on age appropriate achievement test at age 6, 7 and 8 and their achievement levels related to ECE experience after controlling the household factors and school quality. The sample cohort was assessed on achievement levels from August to December, 2013. Currently the data entry and data cleaning work is in progress. Later in the year, the cohort will be assessed on achievement test for 7 year olds. The age appropriate achievement test for 7 year olds was developed and piloted in Rajasthan in February, 2014 and the learning from the pilot will be incorporated in the final version of the tool.

Figure 2: The time line of the study activities at a glance since 2011



2. Impact evaluation of ‘I Love Reading Campaign’ of Katha in MCD schools in Delhi (2013-14)

Katha, a “non-profit/profit for all” organization has been working in Delhi since 1988 on enhancing quality education and inducing joy of reading amongst students living in urban slums. *Katha* began its ‘I Love Reading’ (ILR) campaign in collaboration with Primary Schools of Municipal Corporation of Delhi, Delhi Government in 2008 to transform MCD schools into a fun and interactive learning place for children and increase reading and numeracy skills among students from classes 1-5. In the year 2013, the program expanded to include the intervention in 75 MCD schools across three municipal corporations (North, South and East). The Centre for Early Childhood Education and Development (CECED), Ambedkar University Delhi, (AUD) was invited by *Katha* in 2013 to carry out an evaluation of their ‘I Love Reading’ intervention. In the *Katha* intervention schools, *Katha* was providing two kinds of intervention. The first was in the form of a pull-out classroom in which students who were Reading Challenged were provided approximately 40 minutes of instruction everyday by *Katha* mentors for each grade level. The second was in the regular classroom in which *Katha* mentors were providing intervention once a week for approximately 40 minutes.

The evaluation was conducted in two parts. In the first part, the objective was to assess the achievement levels of students in Hindi and Maths and analyze the influence of classroom quality on the same. The results of the study indicated that performance of students in the Reading Challenged category in both classes and in both subjects were mostly in the lowest quartile. There was a correlation between scores of Hindi and Maths across all the categories of students in class 2 and class 4 indicating a need for continued content focused instruction. In the second part, the objective was to assess students’ attitudes towards reading, access to books, activities they do in the *Katha* intervention class and the regular class and lastly, the preparation and perception of the *Katha* and the MCD educators. The survey on reading attitude indicated an overall positive attitude by the students towards reading. Additionally, majority of the students reported that the classroom activities focused on formal instruction such as reading and writing—both, in the regular and the *Katha* classroom. However,

students in the *Katha* classroom also reported about ‘play’ and ‘storytelling’ more than in the regular classroom.



Katha mentors working to prepare for their classes

The recommendations of the report highlight the need for continued focused intervention, especially for Reading Challenged group of students and for providing them with more access to books at home. The play-based instruction, story pedagogy and access to books should continue so that these could help in motivating students toward reading and writing.

3. NIH Study on Early Childhood Development for the Poor: Impacting at Scale’

Research has shown that approaches to child development that involve cognitive and psychosocial stimulation and/or nutrition are effective in mitigating influences of negative factors (Engle et al. 2007). Psychosocial stimulation and nutrition have been shown to have long-term impacts on cognition as well as other outcomes such as school attainment and adult cognitive skills (Maluccio et al. 2009), and depression and participation in violence (Walker et al. 2011).

Given the effectiveness of such studies, this project has been designed as an effective and sustainable model for scaled-up delivery, particularly in poor contexts. The present study proposes an intervention and the randomized control trial evaluation that systematically investigates and characterizes factors which determine individual child development and how these relations can be affected by large-scale interventions that target stimulation and nutrition education. The study involves two phases: The Pilot phase consisting of one year of psycho-social intervention where the home visitors visit individual households and provide individual stimulation to the child along with the primary care provider. It is being conducted in the urban slums of Cuttack. The Main phase involves a two year study in three rural districts of Odisha (Bodh, Bolangir and Salipur) and consists of four treatment conditions.

There are two main overarching goals of the research programme:

- To investigate alternative service provision modes, their scalability and their effectiveness relative to previous smaller-scale interventions;
- To identify the mechanisms that determines the impact of ECD interventions on child development.

The proposed study involves a stimulation program coupled with nutrition education that aims to improve interactions between mothers and their infants/children with the aim of achieving better child outcomes. The program follows a systematic weekly curriculum based on the natural developmental stages of the child. Alternative service provisions include delivery of the curriculum by local women either (i) during weekly individual home visits to the child's family and in collaboration with the mother, or (ii) in a suitably modified way, within the context of weekly group meetings, which will include the mothers. The intervention will be accompanied by an evaluation based on a randomized control trial.

CECED is a technical partner and given the expertise in the area of ECE, CECED is involved in developing curriculum i.e., Individual and Group Curriculum for the intervention, training of mentors and super-mentors, monitoring the training of home visitors and home visits to ensure quality and providing training on various tools (ASQ & Bailey's) to be used for baseline and end line.



Glimpses from the NIH study

B. ECED Policy Brief Series

CECED initiated this series with support of CARE India, primarily to bridge the gap between research, policy and practice and facilitate more evidence based and informed advocacy for ECCE for children from birth to eight years. The Policy Briefs are prepared on the basis of secondary research and literature review on specific themes that have significance for ECCE and early learning. The policy briefs address policy makers, practitioners, professionals and parents. With this in view, the attempt is to bring research based knowledge from global sources to the readers in more readable and non-technical form and identify implications for action in the Indian context. The objective is also to generate more informed debates and discussions in the area at national and sub-national levels, leading to more effective plans and programmes.

Published Policy Briefs:

1. Brain development in the early years

The first six years of a child's life are globally acknowledged as being the most critical years for lifelong development. Interest in the developing brain and its plasticity has grown rapidly in the past couple of decades. Emphasis is being laid on the first three years of life that is referred to as the 'window of opportunity' for children's foundation for life. This policy brief tries to capture the debate and draw out implications for Indian children.

2. Framework for Right to Early Childhood Care and Development

Early childhood care and development (ECCD) is a holistic concept in itself. There have been advocacies at different levels across countries and international communities for ECCD and each time experts have advocated about the various components of ECCD such as early childhood education and care, health, nutrition, special needs, early stimulation, etc. For example, the Dakar Framework for Action on Education for All (2000) listed Early Childhood Care and Education as the first goal to be aimed for—'Expand and improve comprehensive early childhood care and education, for girls and boys, especially for the most vulnerable and disadvantaged children'.

There have also been advocacy attempts directed towards the health, nutrition, special needs, early stimulation, etc. Thus, Early Childhood Care and Development (ECCD) is a complex and comprehensive subject. In context of the debates towards a rights based approach in ECCD, it becomes all the more important to first understand as to what constitutes the right to ECCD. It calls for probe and unpacking of the entire gamut of rights, needs and interests ranging from prenatal period to 8 years of age.

The policy brief on Right to ECD attempt to establish a clear and comprehensive framework on the ECCD continuum, its sub stage priorities, indicators, determinants, the corresponding provisions and existing gaps. This will enable us to understand the operational implications of making ECCD a fundamental right. The policy brief present the framework in the following way:

1. To plot the various needs, rights and interests of young children (pre-natal to 8 years) from the developmental perspective along the sub stages of early childhood and identify 'entitlements' specific to each sub stage.
2. To review the policies, programmes/schemes for these groups already on the ground and match the provisions with the entitlements.
3. To identify residual gaps in provisioning, if any, recommend ways to fill these gaps.

Policy Brief under Publication:

1. 'Multilingualism in ECE Classroom: Rationale, Challenges and Possibilities'

Multilingualism functions within the principle of social justice and social practice. Research states that children who speak more than one language have more meta linguistic awareness; they are better at problem solving; demonstrate greater creativity; perform better in school overall and express more tolerant attitudes towards others as compared to monolingual children.

This Policy Brief, in consonance with the National Curriculum Framework (2005), addresses the issue of multilingual classrooms as a possibility and a resource rather than a challenge of diversity, especially in early childhood classrooms. It elucidates how children acquire language and gives reasons to promote multilingualism, especially in a heterogeneous country like India.

This Brief provides an overview of the language policies in India that relate to mother tongue education, the complexities of the large number of languages at play and also provides examples of instructional setting that illustrate the realities of multilingualism in the educational setting.

II. Advocacy and Networking

This continues to remain an important function of the Centre. CECED has been conducting research related activities in partnership with other organisations in order to create a momentum for developmentally appropriate child care and early learning. Apart from National Conferences, we are committed to organise Quarterly Events, Lectures, Seminars or Panel discussions on different themes related to ECED, bringing together the pioneers and experts of the field.



Workshop in West Bengal

The details of each of the event are given below:

1. First Years First (FYF) Advocacy Campaign



Few Moments of the FYF Campaign

The FYF campaign began in July 2013 with online discussions with parents and caregivers regarding their queries and experiences with their own children. These online discussions were carried out on Facebook and on Early Scope, a CECED web portal dedicated to issues related to Early Childhood Care and Education. These discussions and the issues, pointed towards a need for an interactive face-to-face forum for interface of parents with experts in many related disciplines.

Objectives of the Campaign

- To create awareness regarding the critical importance of first 8 years of life,
- To focus on understanding developmentally appropriate parenting and caring practices for young children,
- To create platforms for discussion of issues related to parenting and caring for young children (between parents and experts) and to respond to concerns raised by parents,
- To utilize the existing channels of communications (Website, Early Scope, Facebook Quarterly Event, Conference) in pursuit of CECED's larger mandate of advocacy and promotion of ECCE.

2. National Conference on Early Learning: Status and Way forward

CARE India, in partnership with Centre for Early Childhood Education and Development (CECED) at Ambedkar University Delhi organized the National Conference on Early Learning: Status and Way Forward. The conference was supported by Save the Children,

UNICEF and Ministry of Women and Child Development (GoI). It was held in New Delhi, from 25th to 27th September 2013.



Dr. Shreeranjana, Joint Secretary, MWCD as keynote speaker inaugurates while the keynote speaker Prof A.K. Jalaudhin looks on

The themes of this conference emerged as a natural progression from the South Asian Regional Conference on Early Childhood Care and Education (ECCE) Policies and Practices that was organized by CECED in partnership with the World Bank in August 2012. In contrast to the 2012 conference, which was an attempt by all participating countries to take a bird's eye view of policies and practices related to ECCE, this year's conference was focused on the situation in India. More specifically, it focused on the issue of early learning, taking stock of the situation, and identifying future action.

Major recommendations that emerged out of the three day Conference were:

1. Executive and Legislative Institutional Level Recommendations

- It was strongly recommended that the proposed ECCE Council should be located at the highest levels of governance, preferably at the level of the Prime Minister's office, given that effective implementation of ECCE Policy would require significant amount of multi-sectored coordination and convergence. Some countries like Korea, Thailand and Malaysia have demonstrated this to be an effective and enabling system.
- The conference strongly recommended that the process of extension of the RTE (2009) to the preschool stage or early childhood, which appears to have currently lost momentum, should be reactivated and education prior to primary school must be made a part of the legal provision. In the meanwhile, the exercise to fulfil the Policy's commitments to Right to integrated ECD should also be initiated in a medium term perspective.

2. Recommendation to move from Aspiration to Action

- Now that the policy has been approved, the MWCD should initiate action to develop the POA for its implementation at the earliest, following a participatory and consultative process
- A feasibility assessment or review should be undertaken of the system at different levels of implementation from national to state district and sub district levels, to identify institutional capacity gaps in terms of technical understanding of ECCE and its challenges and requirements, as well as capacities for decentralised planning and management. In addition to this potential resources, both financial and institutional within the system may also be identified.

3. Recommendations to Enhance Professional Capacity of Early Childhood Educators and Early Primary Teachers

- Based on this review, a systematic capacity strengthening exercise should be undertaken on a mission mode for which a consortium of technical resource institutions at the national and state levels could be mobilized.
- Given the limited technical capacity in the system for ECCE, UGC should be counselled to encourage universities to set up Centres for ECCE as in AUD and Jamia to foster research and academic programmes in this area.
- The existing integrated teacher development program for Nursery and Grade 1 and 2 under NCTE should be reviewed and further updated and strengthened to support the need for continuity in pedagogical approaches from preschool to primary and corresponding provisions be made in the terms of employment of teachers / Anganwadi workers.

4. Recommendations to harvest the demand for ECD

- To address the demand for ECCE which is currently fairly uninformed, media campaigns and other methods should be resorted to—to educate the parents, panchayats and larger communities regarding the developmentally appropriate ECCE curriculum and play-based educational methods and competent caring for their children. Establishing parents' committees with ICDS centres and preschools, and orienting and involving them would also contribute to better understanding and influence the quality of the demand.

4. CECED Quarterly Events 2014

i. Panel Discussion

Panel Discussion on the theme 'Working with young children from marginalized communities' was organised on 14 March 2014 at Ambedkar University Delhi. The two speakers were Dr. Susan Stires, Instructor and Advisor, Reading and Literacy Programme,

Bankstreet College, New York and Dr. Keerti Jayaram, Director, Early Literacy Programme, OELP, New Delhi.



Panel discussion by Keerti Jayaram and Susan Stires on 'Working with Young Children from Marginalized Communities' on 14 March, 2014

The session was moderated by Professor Venita Kaul, Director, SES & CECED, AUD. Dr. Stires presented two case studies of students living in New York. Through the case studies she addressed the some tenets of culturally responsive pedagogy along with themes that identify quality teaching practices. Dr. Jayaram delved into the lives of children through a few snapshot narratives in order to give a deeper understanding of the complex fabric of their lives, and ways in which schools and society address these.

Dr. Susan Stires, Instructor/Advisor, Reading and Literacy Program Bank Street College, Graduate School of Education visited the centre on 14 March, 2014. She chaired a panel discussion on the theme of 'Working with children from marginalized communities'. She also conducted writing workshops for M.A. Education students and CECED members. She was one of the four speakers in high level round table conference on early literacy. Susan also reviewed the M.A. Education (ECCE) programme structure.



Dr. Susan Stires



Keerti Jayaram

Keerti Jayaram, Director, OELP (Organization for Early Literacy Promotion) is the Director of the Early Literacy project which is being currently implemented in rural Rajasthan. She taught Pedagogy of Language on the B. El. Ed Programme in Lady Shri Ram College from 2002 to 2006. She has had several years of experience in Elementary Education, Early Literacy and the teaching of English as a second language (ESL), both as a teacher and as a teacher educator.

ii. A Round Table Consultation on Emergent and Early Literacy

The National Early Childhood Care and Education (ECCE) Policy was approved by the Union Cabinet in September 2013. The Policy is likely to help 158.7 million Indian children under six years of age who need holistic and integrated early childhood care. In particular, it would enable preschool education inputs for their optimum development to realize their potential.

The policy highlights the need to ‘Ensure Quality with Equity in ECE’. It brings out the need of a developmentally appropriate National Curriculum Framework in ECE, importance of mother tongue as the primary language and play-based activities.

However, those who are familiar with the realities of the field are much aware of the hype around introducing Formal Education (the 3 R’s) to children at a very early age. This calls for a reflection on the gaps between guidelines and its implementation.

CECED organized a Round Table Consultation on ECCE, calling upon the experts from the Government, NGOs, ECE Centres, Research and Academic organisations and other stakeholders from the field to reflect upon the guidelines on ECCE and how its implementation can be strengthened. The event featured presentations on status and concept of Emergent Literacy, followed by discussions and concluded with action oriented recommendations.

III. Capacity Building, Quality Promotion and Policy Level Support

CECED has also been engaged in training and providing technical assistance to states in ECCE in order to support improvement in quality of services available to children. CECED is also preparing academic programmes in the area of ECCE. Some of these activities are described below:

1. Technical Assistance to Rajasthan UNICEF

CECED was approached by UNICEF Rajasthan to develop a roadmap, a strategy paper to improve the quality of services of ECCE in the state for the next 3 years. In order to come up with a strategy plan to improve ECE services in the state, CECED worked with the UNICEF counterparts and also with the different department at the state level, Department of Education and Department of Women and Child Development. After a number of consultations with the different stakeholders an outline of the strategy paper was developed and shared with UNICEF.

2. Technical Assistance to West Bengal on ECE Curriculum

CECED continued its partnership with UNICEF West Bengal for the second year to provide technical assistance to the Department of Women & Child Development and Social Welfare to build a strategy for capacity building of the ICDS functionaries in the state of West Bengal. As a part of the capacity building strategy, State Resource Group was formed which includes Child Development Project Officers, *Anganwadi* supervisors, Trainers from *Anganwadi* Worker Training Centre (AWTC) and together with state NGO partner Vikramshila, CECED conducted trainings and workshops for two batches of 40 SRG members. In addition to this UNICEF and CECED also planned to use the Model *Anganwadi* centres as a demonstration and training labs for the ICDS functionaries as this was one of the major claim that has emerged from one of the case study of Dharini project named “Early Childhood Education within ICDS *Anganwadis* in Melghat region in Amravati District in Maharashtra: Center for Learning Resources, (CLR) Pune” that CECED has done under Longitudinal Impact Study. Thus in this context a momentum was set for next year to build a strategy for scaling up and increase the demand for setting up Model *Anganwadi* centres in the state of West Bengal with the expertise of Ms. Anjali Gokhale who was earlier associated with Centre for Learning Resources, (CLR) Pune to help build the whole strategy for Model centres.

3. Academic Programme: Two Years MA in Early Childhood Care and Education (ECCE)

The academic programme is collaboration between Sir Ratan Tata Trust (SRTT) and Ambedkar University Delhi for a period of two years. The M.A. in Early Childhood Care and Education (ECCE) programme is envisioned by Centre for Early Childhood Education and Development (CECED) and housed in the School of Education Studies (SES).

M.A. in ECCE is a two year programme with an exit option after first year, leading to a P.G. Diploma in ECCE. The P.G. Diploma courses have been conceptualised with the aim of supporting professional up gradation of the quality of planning, supervision and management of ECCE programmes for young children. M.A. programme moves beyond the Diploma courses towards a more in-depth and scholarly understanding of ECCE as a discipline, anchored in interdisciplinary engagement with multiple disciplines including child development, sociology, history, critical pedagogy, psychoanalysis frame, anthropology, and management.

After P.G. Diploma, students can join as supervisors in ICDS, co-coordinators or heads of preschools/ crèches/ day care centres, they can also set up their own *balwadis*. After M.A., students can work as curriculum developers, social entrepreneurs, teacher educators, programme evaluators, scholars and researchers in the field of ECCE.

IV. Clearing House

1. Web Portal

Early Scope is an Early Childhood Care and Education Portal (<http://ecceportal.in>) that was launched in the South Asian Regional Conference in August 2012 by CECED. Early Scope is a carefully designed portal to attract people from all the spheres of ECCE. What makes Early Scope unique is that it has spaces defined to initiate focused interactions across policy makers, practitioners, academicians, researchers, professionals, parents and ultimately the children themselves.



All the content is visible to the visitors of the portal; however leaving a comment or sharing of articles is restricted to registered members only. Early Scope is a carefully designed portal to attract people from all the spheres of ECCE. What makes Early Scope unique is that it has spaces Our initiative is to create an e-space where the pioneer minds can meet and use it as a knowledge hub, initiate discussion on issues focusing on Early Childhood Care and Education. The key highlights of the sections of the portal include Discussion Forum, Education, Early Care, Children, Research ECCE, News, Events and Resources. Each section has a specific blog where focused discussions could be carried out. The discussion forum can be also used to jointly advocate for policies that promote high quality services for children (under the age of eight years) and their families. We are also developing a new page for ECE trainers where they can find useful resource materials, PPTs and training videos.

2. Website

In addition to work on the portal, CECED has also been consistently updating content on its website related to its outputs and news/events planned in the coming months (<http://ceced.net/>). The CECED website serve as a virtual Resource Centre and a platform for dissemination of digital information for professionals, academicians and organizations in the area of ECCE to come together.



3. Social Media

CECED also has presence in the social media sphere as it becomes empirical to connect with the growing social media users. Updates on CECED publications, Quarterly events, National and International conferences can be found on the CECED Facebook page on regular basis. The Early Scope portal is also interlinked with a Facebook page that allows users to receive news feed from all the updates made on the portal in regular intervals.



Advisory Committee (2013-15)

1. Fifth CECED Advisory Committee Meeting

The Fifth Advisory Committee meeting of CECED was held on March 25, 2014, at the International Guest House, Delhi University. The agenda of the meeting was to review



Fifth CECED Advisory Committee Meeting, March 25, 2014

CECED's progress from January, 2013 to March, 2014 and to discuss proposed plan of activities for 2014.

The meeting had reconstituted Advisory committee members with a new Chairperson, Professor A.K. Sharma, former Director, NCERT and member of the AUD Academic Council. The Advisory Group appreciated the range of CECED's achievements in the last four years and in particular the preceding year, and provided very useful suggestions and advice for the year ahead.

2. Advisory Committee Members

Professor A.K. Sharma (Chairperson)	Former Director, National Council of Education Research and Training (NCERT) and Academic Council Member, Ambedkar University Delhi (AUD)
Professor Adarsh Sharma	Early Childhood Care and Education (ECCE) Expert
Mr. Akshaya Mukul	Senior Assistant Editor, Times of India, New Delhi
Dr. Asha Singh	Associate Professor, Lady Irwin College, University of Delhi
Professor Chandan Mukherjee	Pro Vice Chancellor, Ambedkar University Delhi
Dr. Deepa Sankar	Senior Economist, The World Bank
Ms. Deepika Shrivastava	Officer on Special Duty (Women and Child Development + Nutrition), Planning Commission Representative
Ms. Malvika Kaul	Freelance Journalist
Dr. Mridula Bajaj	CEO, Mobile Crèches

Professor Pratibha Singhi	Chief Paediatric Neurology and Neurodevelopment, Post Graduate Institute of Medical Education and Research, Chandigarh
Ms. Swati Popat Vats	President, Early Childhood Association
Professor Usha Nayar	Senior Professor, Tata Institute of Social Sciences, Mumbai, Maharashtra
Professor Veena Mistry	Former Pro Vice Chancellor, Maharaja Sayajirao University of Baroda, Vadodara
Dr. Veenu Wadhwa	Associate Professor, Institute of Home Economics, University of Delhi
Professor Vrinda R. Datta	Professor, Centre for Human Ecology, Tata Institute of Social Sciences, Mumbai, Maharashtra
Dr. Zakia Kurrien	Former Joint Director, Centre for Learning Resource, Pune, Maharashtra
Professor Venita Kaul (<i>Convenor</i>)	Director, CECED, Delhi
Dr. Monimalika Day	Visiting Associate Professor, CECED, Delhi

CECED Team

Professor Venita Kaul	Director
Dr. Monimalika Day	Visiting Associate Professor
Dr. Sunita Singh	Visiting Associate Professor
Dr. Payal Sahu	Senior Project Officer
Aparajita Bhargarh	Academic Fellow
Devika Sharma	Project Associate
Dr. Reema Kochar	Project Associate
Sandeep Sharma	Project Associate
Shipra Sharma	Project Associate
Preeti Mahalwal	Project Assistant
Namrata Sinha	Project Assistant
Ikanshi Khanna	Project Assistant
Apurva Mitra	Project Assistant
Ridhi Makkar	Project Assistant
Ayesha Raes	Project Assistant
S P Mahala	Consultant (Finance & Accounts)
Anil Singh Rawat	Assistant to CECED
Manish Sharma	Office Attendant

**PROJECT-WISE PROGRESSIVE INCOME EXPENDITURE STATEMENT OF CECEC PROJECTS FOR 2013-14 AS ON
31-03-2014**

S. No	Project/Scheme Name	Supported/Funded by	Budget Sanctioned (Rs.)	Amount Received (Rs.)	Amount Spent (Rs.)	Balance (Rs.)	Remarks
1	Study on Impact of Early ... Outcome along the primary state - Aug, 2013	BVLF budget Rs. 2708000 upto August, 2013	2708000	2708000	2708000	Nil	Project completed in February, 2014
2	Analytical & Research Activities (Oct 2012 – April 2014)	Total of BVLF Aga Khan Foundation	2708000 260426	2708000 260426	2708000 234346	Nil 26080	
3	Orientation and sensitization on ECCD (Sept, 2012 to March, 2013)	Total of Aga Khan Foundation Mobile Creches Rs. 103200 Sept, 2012 to March, 2013	260426	260426 40920 30690 30690	234346 102300	26080 Nil	Under completion Project in completed in October, 2013
4	Impact of assessment of Akshara engagement with ICDS System – (Sept, 2012 to March, 2013)	Total of Mobile Creches Akshara Foundation Sept, 2012 to March, 2012 Rs. 2180750	102300	102300 1090375 545188 545187	102300 1246335	Nil 934415	Under completion
5	Case studies of good practices in ECCE (Dec 2012- Oct 2013)	Total of Akshara Foundation NRTT August to December, 2012 Rs. 692000	2180750	2180750 400000 692000	1246335 692000	934415 Nil	Project completed in Jan 2014
6	Study on Impact of Early ... Outcome along the primary state (September, 2012 to September, 2016)	Total of NRTT CIFF - Sept 2012 to Sept, 2014	692000	692000 2751879 212864	692000 2964743	Nil Nil	First year completed in March 2014. Second Year from April 2014 onwards. Project in progress.

7	Study on Impact of Early... Outcome along the primary state (August, 2013 to June, 2014)	Total of CIFF UNICEF (Raj.) - Aug to Sept, 2013	2964743	2964743	2964743	2964743	Nil	709914	Project in progress
8	Strategic Collaboration on ECCE - Aug 13 to June, 14 - Budget Rs. 1940000/-	Total of UNICEF (Raj) CARE (India)	2728000	776000	2728000	433771	709914	342229	Project in progress
9	Strategy for paper on ECCE, UNICEF, Raj (Dec 2013 – May 2014)	Total of CARE(India)	776000	437800	776000	433771	342229	437800	.
10	Impact evaluation of I love reading in MCD schools in Delhi - Nov., 2013 to July, 2014 - Budget Rs. 999900/-	Total of UNICEF(Raj.) 1st Installment 2nd Installment 3rd Installment	437800	437800	437800	212758	437800	146832	Project completed Project in progress
11	Video Documentation of ECCE - Case Study (Jan 2014 – Feb 2014)	Total of Katha UNICEF	359590	359590	359590	212758	146832	Nil	Project Completed in March 2014.
12	Longitudinal study of exploring Impact early learning Allocation - Rs. 9832900/- period Jan-Dec, 2014	Total of UNICEF UNICEF(Phase-II)	300000	300000	300000	300000	Nil	522868	Project in Progress
Grand Total		Total of UNICEF(Phase-II)	14843175	14843175	14843175	11723037	3120138	522868	

